DOCUMENT RESUME

ED 060 555 24 EA 004 144

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TITLE	Adapting and Testing Business Management Development Programs for Educational Administrators. Volume 4 of 6 Volumes. Appendix G-Planning Document: North Carolina SEA, Program Services. Appendix H-Planning Document: North Carolina LEA, Cabarrus County. Final Report.
INSTITUTION	American Management Association, New York, N.Y.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-0-0793
PUB DATE	Jan 72
GRANT	OEG-0-70-5073
NOTE	197p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Administrative Personnel; *Business Administration; Educational Objectives; *Educational Resources; Management; *Management Development; *Management Education; Management Systems; *Planning; State Departments of Education
IDENTIFIERS	Maryland; North Carolina

ABSTRACT

This document is comprised of two appendixes that provide a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included are the educational planning process documents for two of the eight participating management teams. Each planning process document states the mission, strengths, weaknesses, resources, and objectives of each agency. Related documents are EA 004 141-143, and EA 004 145-146. (RA)

EA
OE-BR0-0793

ED 060555

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Final Report

Project No. 0-0793
Grant No. OEG-0-70-5073

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ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATORS

Volume 4 of 6 Volumes

January 1972

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

EA 004 144

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Volume 4 of 6 Volumes
Appendix G--Planning Document: North Carolina.SEA, Program Services
Appendix H--Planning Document: North Carolina LEA, Cabarrus County

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Hamilton, New York

January, 1972

The research reported herein was performed persuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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National Center for Educational Research and Development

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EDUCATIONAL PLANNING PROCESS

FOR

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

PROPERTY OF

____

____

American Management Association

AMERICAN MANAGEMENT ASSOCIATION

January 19, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Beliefs

We believe that the needs and interests of all students can be served by a program of education which would include emphasis upon:

1. Assuring competence in the communication and computation skills.
2. Expanding occupational education programs.
3. Integrating learning experiences.
4. Developing artistic and cultural appreciations and skills.
5. Developing an understanding of human ecology.
6. Developing early childhood education.
7. Educating for evolving social changes.
8. Involving students in a wide range of activities as an integral part of the total educational program.
9. Providing a comprehensive program of pupil personnel services.
10. Developing the skills of using multi-media materials in learning.

Resulting in:

- a. Immediate employment (or)
- b. Continuing education
- c. Physical, mental and emotional health
- d. Responsible citizenship
- e. Satisfying human relations
- f. Love for learning

We believe the SEA exercises leadership responsibility by:

1. Defining relationships between FEA, SEA, and LEA.
2. Blending services and regulations.
3. Involving lay citizens and students in educational decisions.
4. Evaluating effectiveness of education.
5. Coordinating services to children.
6. Improving local staff services by providing:
    - a. Longer terms of employment
    - b. Better management and organization
    - c. Improved in-service and pre-service
    - d. Differentiated staffing
    - e. Better use of technology and products of technology
    - f. Better use of resources and facilities
    - g. Compensation related to responsibility and performance

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Beliefs, Con't.

7. Leading in the development of new curricula at various levels and defining the responsibilities at each level for implementation.
8. Providing resources on a non-categorical basis.
9. Instituting a coordinated plan for research in the following areas:

    a. Assessment and evaluation of students
    b. General educational experimentation
    c. Implementation of model programs
    d. Educational information systems

    This leadership should result in improvement of education through change and strengthened commitment.

All preceding beliefs should be accompanied by an educationally determined:

1. Activity oriented informal education environment.
2. Comprehensive (SP) school food service for all students.
3. Student transportation system which is relevant to the educational program #13
4. Program of support from media and technological systems in all programs. #21

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Basic Policies

1. SEA shall operate within the biennial appropriation of the North Carolina legislature.

2. Appropriations must be used only for the purposes and objects for which appropriated unless transfers are approved by the Budget Division and by the Advisory Budget Commission.

3. Funds appropriated to the State Board of Education must be allocated under formulas and policies adopted by the Board.

4. Rates charged to school administrative units under the school insurance fund shall be established by the State Board of Education.

5. The SEA is subject to the direction of the State Department of Administration, (budgets, purchasing, transportation, data processing, federal relations, planning, etc.) and the State Personnel Agency in matters affecting personnel, and to the State Auditor as to accounting systems.

6. The SEA is subject to the direction of the USOE with respect to federally funded programs.

7. The SEA will establish a program of studies for grades 1 - 12.

8. The State Board of Education shall adopt basal textbooks in support of #7.

9. The SEA will warehouse and distribute basal textbooks.

10. All pupils will be provided 180 days of instruction with a minimum of 6 hours of instruction per day.

11. Children must attend school between the ages of 7 and 16 inclusive.

12. Certification is a prerequisite to professional employment.

13. The SEA cannot recognize professional negotiations as a legal process.

14. The SEA shall cooperate with all professional and allied organizations and associations in efforts to improve and extend educational opportunities and outcomes for children, recognizing and respecting the validity of differences in primary concerns and responsibilities.

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Basic Policies, Con't.

15. The SEA shall recognize, and shall promote recognition by LEA's, interstate reciprocity in practices affecting the welfare of children such as age of admission to school and high school graduation requirements.

16. SEA staff shall exercise special care in protecting LEA preogatives and responsibilities with regard to employment retention, and evaluation of local unit professional staff.

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Environmental Factors

1. School financial support
2. Private school enrollment
3. Industrialization
4. Urbanization
5. School population
6. Personnel militancy
7. Educational technology
8. Scientific technology
9. Gap between "haves" and "have nots"
10. Political reaction
11. Educational accountability
12. Federal support for education
13. Youth activism
14. Women's lib
15. War
16. National economy
17. Pressure groups
18. Educational research
19. Foundation activity
20. Industrial interest in educational enterprise
21. % of GNP devoted to education
22. Social services
23. Adult education
24. Increased leisure
25. Early childhood education
26. College entrance requirements
27. Other social agencies
28. Integration
29. Pollution
30. Post secondary education
31. International influence
32. Mobility of population
33. Accelerated rate of social change
34. Knowledge explosion
35. National curriculum development
36. Mass media impact
37. Informal education
38. Changing family patterns
39. Changing work patterns
40. Changing sexual mores

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Assumptions

1. School financial support will increase on an average of 8% per year over the next 5 years with little change in flexibility in use of funds.

2. Private schools will increase in population by 20% each year for the next three years. The state SEA will need to exercise more "control" over private schools. There will be great pressure for the use of public funds for private schools.

3. The state will move from an agricultural to a more industrial society, creating greater demands for vocational and technical education and a more relevant program for all students.

4. Migration from inner city and rural areas to the suburbs. This will tend to cluster poor people, predominantly black, in the inner city. Affluent people will be clustered in other districts, and this will increase social tensions and create family problems.

5. Public school population will decrease on an average of 1% per year for each of the next 5 years. The greatest part of the decrease will be felt on the elementary level.

6. Personnel militancy will increase. This will require better leadership. Professional negotiations will become a reality in the next 5 years. Professional and nonprofessional unions will become a reality in the next 5 years.

7. Educational technology will increase. Possibilities unlimited! Change the role of the teacher drastically, change the design of facilities. Make textbooks and materials and techniques obsolete.

8. Scientific knowledge will increase. Again, unlimited possibilities. This will require us to change.

9. Gap between "haves" and "have nots," as relating to educational opportunity to students, will decrease.

10. Political reaction will increase because of the growing two-party system, and the increase of involvement among lay-citizenry in political affairs will place demands on public schools for increased performance.

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Assumptions, Continued

11. Educational Accountability

a. Demand for a total program of accountability will increase.
b. Performance standards will be developed by January, 1973.
c. Expertise will develop rapidly.
d. Many appropriations will be based on results of account.
e. SEA will have to play a significant role in developing means for evaluating educational programs and personnel in terms of output.

12. Federal support for education

a. 1975 - Fed. Gov't. will be carrying 25% of load.
b. Categorical aid will continue in the main.
c. More funds will be coming to the state agency in the form of "block" grants.
d. Power of U.S. Office of Education will diminish.
e. Power of other Federal Government agencies will increase.

13. Youth Activism

a. Will "level off" ans show more responsibility.
b. Adult leadership will find better ways to utilize youth activism.
c. "18-year-olds" will be voting.

14. Women's Lib

a. Role of female in "decision-making" will increase.
b. Equalization of pay.
c. More women in leadership roles.

15. War

a. Less money in military complex.
b. More money in social service and environmental problem.

16. National Economy

a. Will not improve in the next 3 years.
b. Dollar will continue to buy less.
c. Distribution of wealth will broaden.

17. Pressure Groups

a. "Right" wing groups will grow in influence.
b. Black militancy is subsiding or going underground.
c. Learn to deal more adequately with pressure groups.

January 19, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Assumptions, Continued

18. Educational Research
    a. National Inst. for Educational Research will come into being.
    b. "Educational Lag" between educational research and utilization will be reduced.
    c. Educational research will increase

19. Foundation Activity
    a. Will continue their influence on educational and social change.
    b. Number of new foundations will not grow significantly.
    c. Will move more and more toward nonconventional institutions.

20. Industrial involvement in educational enterprise will increase significantly.
    a. Because of indistrial involvement, educational will have to define its objectives.

21. By 1975 the share of available funds being used for education from North Carolina State resources will decrease. The % of funds from FEA will increase by 20% by 1975. Local support will remain constant. The total resources per child will increase by 25%.

22. The support for social services will increase at all levels of government resulting in an increase in support of 50% by 1975. Schools will have an increasing role in S.S.

23. The need for adult education will increase by 25% by 1975.

24. Leisure time of adult population will increase by 20% by 1975. Schools will increase services to meet this.

25. Day care services will be provided by 1975 for those who are economically deprived and to those whose mothers work by 1975.

26. CEB use will decrease with earlier identification via effectual, cognitive and psycho-motor skills.

27. Influence and claims on educational dollars by other agencies will increase.

28. By 1975 the physical compliance aspects of racial integration will have been solved. We will continue to have black and white schools due to concentration of population, and social segregation will continue voluntarily.

29. Education concerning pollution will be required, laws will be stringent and standards will be enforced.

January 19, 1971

BUREAU OF PROGRAM SERVICES, N. C.

Assumptions, Continued

30. a. A larger percentage of high school grads will go on to higher education.
    b. Post-sec. curriculum will be less highly structured with less emphasis on degrees and a greater relationship to vocational aspirations
    c. Costs will increase resulting in fewer dollars available to elem-sec.

31. International influence will play an increasing role in education.

32. a. The mobility of the population will increase.
    b. Education will become more cosmopolitan throughout the state.
    c. Involvement of citizens will become more difficult.

33. Accelerated rate of social changes

    a. Will affect total community structures
    b. Will require faster responses by education
    c. Will require better leadership in education
    d. Will cause reorganization of some schools
    e. Will influence the design of programs for all children

34. a. There will be increased emphasis on learning process with less emphasis on content
    b. Curriculum development will be more concerned with the selection of content.

35. National curriculum development

    a. Will be used as a measure of achieving (more quickly) National Goals and Objectives
    b. Will emphasize major social goals
    c. Will be multi/inter-disciplinary
    d. Will be accompanied by built-in incentives (funding)

36. The mass media (press, print, radio, and T.V.) will make a relatively greater contribution to the education of all children because:

    a. Technological advances make possible new and more effective communication formats and also result in lower unit costs of technological systems used by learners.
    b. Greater attention is being given to the improvement of the quality of programming for growth by the public broadcast sector.
    c. The scope and amount of input from these sources directly affect traditional curriculum and practices.

January 19, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Assumptions, Continued

37. Informal education will assume a greater role as people take advantage of increasing educational and cultural opportunities offered by travel, visits to museums and historic sites, participating in concerts, theater, art exhibits, and other community offerings.

38. a. By 1975, 50% of all women will be working outside the home.
    b. The number of broken homes will continue to increase.
    c. The size of families will continue to decrease.

39. a. Technology will bring about many changes in job types as we know them now.
    b. The 8-hour day, 40-hour work week will gradually change to other patterns.
    c. There will be more leisure time available to most workers.
    d. School facilities will be more widely used by adults.
    e. The transition of student from school to work will become a responsibility of the school.
    f. The labor market will not accomodate unskilled workers.

40. a. Changing sexual morés will affect literature, the arts, customs of dress and behavior.
    b. Knowledge about family life education is an important responsibility of the school.
    c. Deviation from tradition will become more acceptable.

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January 20,1971

BUREAU OF PROGRAM SERVICES
North Carolina

Definitions

1. A program is the total curricula and supportive services of an educational institution.

2. Curriculum is that combination of inputs and processes designed to produce educational results in a subject area.

3. A course of study is a structured statement of what students should learn.

4. A course is a sub-set of a course of study.

5. The curriculum offering is the sum of all curricula.

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January 19, 1971

BUREAU OF PROGRAM SERVICES, N.C.

STRENGTHS

1. The state provides a minimum basic program for all LEA's.
2. N.C. provides relatively good resources.
3. The state has strong professional leadership at the top.
4. N.C. has an active Board of Education.
5. Political interference on the state staff is minimal.
6. A good climate for desirable educational change exists in N.C.
7. N.C. has strong college and university programs for professional preparat
8. The SDPI has made a good beginning in developing model and exemplary programs.
9. A start has been made in involving lay citizens and students in educational development.
10. A strong community college and technical institutional program exists in N.C.
11. N.C. citizenry has faith in its institutions.
12. N.C. has a strong pupil transportation system.
13. The holding power of N.C. schools is improving.
14. A high percent of N.C. children attend public education.
15. Business and industry in N.C. support education.
16. N.C. provides programs for all types of students.
17. Good relations exist between SEA's and LEA's.
18. Professional personnel in N.C. have --- professional attitude.
19. Strong in-service programs exist in N.C.
20. Emphasis of the SEA is on service to LEA's rather than regulation.
21. There has been some effective coordination of inter-divisional services.

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BUREAU OF PROGRAM SERVICES, N.C.

STRENGTHS (Cont'd)

22. Decisions are made within the SEA on a timely basis.

23. Good national image of N.C. SEA.

24. Division directors have authority commensurate with responsibility.

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January 19, 1971

BUREAU OF PROGRAM SERVICES, N.C.

PROBLEMS/WEAKNESSES

1. Lack of flexibility in use of funds.
2. Lack of "risk money" for experiment and research.
3. Void in measurement procedures.
4. Lack of clearly defined goals and priorities in sections and Division of SEA.
5. The confusion between politics (tradition) and social change.
6. Lack of clear definition of relationships between FEA, SEA, and LEA's.
7. Lack of flexibility because of detailed laws.
8. Working in a crisis arena.
9. Professional personnel inadequately prepared to work in crisis arena and to cope with change.
10. Problem of effecting desirable change.
11. The inability to adjust to impact of technology.
12. Lack of understanding of and commitment to the concept of involvement.
13. Lack of base-line data to support planning.
14. Limited intra- inter- agency cooperation.
15. Lack of clear definition of staff roles at different levels.
16. Inadequate interpretation of program of public education to lay public.
17. Communication difficulties.

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PROBLEMS/WEAKNESSES (Cont'd)

18. Impact of (USOE) confusion and untimely appropriations (Federal) on SEA.

19. Inadequate resources for support of public education effort.

20. The massiveness of SEA responsibilities.

21. Weakness in management information system.

22. Limited ability to deal with problems related to knowledge explosion.

23. Weaknesses in state government structure.

24. Inability to attract and hold new personnel -- low salary, etc.

25. Lack of staff to carry out expanded functions.

26. The unfortunate image of classroom teacher as portrayed by CTA leadership.

27. Lack of success of N.C. effort toward compensatory education.

28. Lack true models of "individualized instruction."

29. Ineffective utilization of human and physical resources.

30. Inadequacies in curriculum offering.

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1/20/71

BUREAU OF PROGRAM SERVICES, N.C.

By 1975, out of all students who entered the first grade in 1963:

a. 15% will have dropped out by 1971 possessing the skill and attitudes to be employed in an unskilled occupation.

b. 20% will have dropped out by 1973 possessing the skills and attitudes to be employed in a semi-skilled occupation.

c. 30% will graduate in 1975 possessing the skills and attitudes to be employed in a skilled occupation or enter a vocational trade program at post-secondary.

d. 15% will graduate in 1975 possessing the skills and attitudes to be employed in a pre-technical occupation or enter a technical training program at post-secondary.

e. 10% will graduate in 1975 possessing the skills and attitudes to be employed in a pre-technical occupation or enter a technical training program or enter 4-year college but will drop out before completion of a 4-year program.

f. 10% will be able to do same as "e" but will graduate from 4-year program by 1979.

SKILLS NEEDED

	Unskilled	Semi-skilled	Skilled	Pre-Tech	College Ent.
1.	apply for job	---	---	---	---
	be willing to work	---	---	---	---
	good attitude	---	---	---	---
		low-level skills	---	---	---
			Skills	---	---
				Concepts	---
					Theory

1/20/71

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Each student will have handed to him at each level of exit a record of their work which is kept current by semesters showing his successes as well as his failures.

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Bureau of Program Services, N. C. 1/20/71

SKILLS NEEDED

Unskilled	Semi-skilled	Skilled	Pre-Tech.

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January 20, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Curriculum Development - State - Wide

1. Curriculum design covering one or more subject areas.
2. Curriculum publications
    a. Course of study-scoped sequence of a course.
    b. Bibliography - listing of materials used in a particular course.
    c. Monograph - description of strategies used in implementation of a program or curriculum.
3. Consultant services to assist LEA's to adapt curriculum to local needs.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION
NORTH CAROLINA

Welcome

To continue your planning process. You've made good progress.
Much less structure this week.

Your Plan

My Job - Develop your skills
Raise questions
Suggest alternatives
Point out implications of decisions
Help integrate plan

No "pat" formula - no schedule

We will:

1. Finish objectives - key indicators
2. Define strategies - means
3. Assign responsibilities - tasks
4. Provide for: accountability - control, coordination
5. Establish priorities

- - - - - - - - - - - -

Review Planning Structure

1. Situation analysis - refer to it!
2. Objectives - results
3. Strategies - means only
4. Assignments - make it happen

1. Qualified for Employment - CL, GK, JM
2. Continued education - NH, TLa
3. Function creatively and confidentially - JH, TL, OF
4. Enjoy learning - JJ, NL, JG
5. Know how to learn - MH, RJ, JC
6. Responsible citizens - JV, PT

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Continuing Objective #1

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementry-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

Specific Objective

1.1 By July 1, 1975, all students by the end of the 9th grade will demonstrate a knowledge of the world of work and thier relationship to it, as measured by a test to be developed, and all students who do not continue their education upon leaving H.S. will be able to begin employment in a semiskilled occupation.

1.2 By July 1, 1975, upon leaving high school, all students who do not go on for further education will be able to begin employment in a semiskilled occupation.

1.3 By July 1975, 50% of the students in grades ____ will be achieving at grade level (by national norms) on communications and computational skills as measured by standardized tests.

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PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #1

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

Specific Objective

1.1 By July 1, 1975, all students by the end of the 9th grade will demonstrate a knowledge of the world of work and their relationahip to it, as measured by a test to be developed, and all students who do not continue their education upon leaving H.S. will be able to begin employment in a semiskilled occupation.

Strategies

1.1.1 Allocate resources to LEA in such a way as to provide incentive for the most effective utilization of such resources by July 1, 1975.

Justification

Plans are being made by LEA to request new programs whereas present programs are not properly supported with equipment or space.

Substrategies

1.1.1.1 A team will be organized at the state level comprised of SEA, LEA, teacher educators, business and industry to develop standards for each O.E. program by June 5, 1971.

1.1.1.2 The State Board of Education will be requested to review and approve the total plan for allocation of funds by July 1, 1971.

1.1.1.3 The LEA will be apprised of allocation procedures by July 15, 1971.

1.1.1.4 Total plan for allocations including standards will be distributed to LEA by September 1, 1971.

1.1.1.5 By July 1, 1973, each LEA will have received its proportionate share of available resources which, if used effectively, will be sufficient to implement a basic minimum program.

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #1, Substrategies, Continued

1.1.1.6 Evaluation teams including representatives of groups mentioned above, will visit and evaluate each O.E. program with the subsequent decision to approve or disapprove units based upon that unit's effective use of resources and a determination of how well an LEA's plan fits into the planning area's 5-year plan. This procedure will begin on July 1, 1973 and will be completed by July 1, 1975. Subsequently, 20% of the units will be evaluated each year.

1.1.1.7 Additional funds received by SEA over and above level reached by July 1, 1973, will be spent for nonreoccuring expenditures (facilities and equipment) through July 1, 1975.

1.1.1.8 All abailable regular funds above those in 1.1.1.5 will be alloted to approved units after July 1, 1975.

1.1.1.9 Seventy-five percent of equipment funds will be allocated to all units after July 1, 1975. Twenty-five percent be retained to supplement allotments to those units which have not been approved in order to bring them up to an approvable level.

1.1.1.10 After July 1, 1975, all construction funds will be allocated on a formula basis to those units which had inadequate facilities and were not approved.

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PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Continuing Objective #1

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementry-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

Specific Objective

1.1 By July 1, 1975, all students by the end of the 9th grade will demonstrate a knowledge of the world of work and thier relationship to it, as measured by a test to be developed, and all students who do not continue their education upon leaving H.S. will be able to begin employment in a semiskilled occupation.

Strategies

1.1.2 By July 1, 1972, a consortium of resource people will be instuted in 8 state planning districts to identify and advise about educational resources.

- One group per state planning district comprised of SEA, LEA, Bus., Industry, College and Universities, related agencies, planning officers, community representatives.
- Includes financial, human, industrial, environmental resources.
- Identify available opportunities for various age levels, work-study opportunities, pre- and in-service of teachers.
- Assist in development of occupational plan for district.
- Area Director to lead.
- Organize around community colleges and universities.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Continuing Objective #1

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementry-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

Specific Objective

1.1 By July 1, 1975, all students by the end of the 9th grade will demonstrate a knowledge of the world of work and thier relationship to it, as measured by a test to be developed, and all students who do not continue their education upon leaving H.S. will be able to begin employment in a semiskilled occupation.

Strategies

1.1.3 By July 1, 1975, develop an occupational educational program for all students embracing the following components:

a. Occupational awareness for all students K-3.

b. Occupational information for all students 4 - 6.

c. Occupational exploration in at least 6 areas of concentration for all students 7 - 9.

d. Occupational specialization in a program embracing a minimum of 5 specific skill areas for 75% of the boys and girls in grades 10 - 12.

Justification

All students need to be introduced to and have an appreciation for the world of work and their relationship to it. Beyond that, the schools must give specific skill training to those students who do not plan to continue their education.

Substrategies

1.1.3.1 By September 1971 an appropriate curriculum for d. will be developed by the SEA, using representatives from LEA's, teacher training inst., business, industry, etc.

1.1.3.1.1 The staff of the SEA shall break down the broad areas of the curriculum into manageable and teachable units by 3/15/71.

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #1, Substrategies, continued

1.1.3.1.2 A representative from business, industry or agriculture will be selected by the staff of the SEA and approved by the Board of Education to designate course content which should be included in each curriculum, working closely with specific individuals in the SEA by June 15, 1971.

1.1.3.1.3 The SEA will employ qualified teachers to write the content for each unit of instruction by September 1, 1971.

1.1.3.1.4 Course material will be distributed by the SEA by October 15, 1971.

1.1.3.2 Present and future staff will be trained in up-to-date information in their specialty area by using resources of community colleges by September 1971.

1.1.3.2.1 Organize a steering committee comprised of SEA, LEA, community colleges, State Board, teacher educators, advisory council, business, industry, to direct the in-service educational activity. This committee will select an appropriate number of specialty areas in which instruction will be held by March 15, 1971.

1.1.3.2.2 Work cooperatively with community colleges in the selection of teachers and institutions to offer this specialty training by March 15, 1971.

1.1.3.2.3 Work cooperatively with teachers from institutions to develop content of in-service activity by July 1, 1971.

1.1.3.2.4 Select from occupational education teachers who will attend institutes by May 1, 1971.

1.1.3.2.5 Conduct in-service workshops during July 1971.

1.1.3.2.6 Place new materials in hands of teachers during workshop.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Continuing Objective #1

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementry-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

Specific Objective

1.1 By July 1, 1975, all students by the end of the 9th grade will demonstrate a knowledge of the world of work and thier relationship to it, as measured by a test to be developed, and all students who do not continue their education upon leaving H.S. will be able to begin employment in a semiskilled occupation.

Strategies

1.1.4 Develop an occupational education program for exceptional children by July 1, 1973.

Justification

Exceptional children at each end of the spectrum have been virtually neglected in provision of O.E. programs. This is a vital part of their education

Substrategies

- 1.1.4.1 Develop coop. program among O.E., E.C., V.R., and P.P.S. for disadvantaged and handicapped children by July 1, 1972.
    - 1.1.4.1.1 Improve activities of a council consisting of members of above-named divisions by July 1, 1971.
    - 1.1.4.1.2 Use available federal funds cooperative in planning and implementing programs by July 1, 1972.
    - 1.1.4.1.3 Assign joint tasks to this council with the expectation that they will recommend joint expenditure of funds.
    - 1.1.4.1.4 Encourage and assist in the organization of similar councils at the local level.
- 1.1.4.2 Organize a coop program in O.E., E.C., C.A., and P.P.S. to provide training and placement of talented students by July 1, 1972.

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #1, Substrategies, Continued

1.1.4.2.1 Organize a council consisting of representatives from O.E, E.C., C.A., and P.P.S. for talented students by July 1, 1971.

1.1.4.2.2 Use available resources cooperatively in planning and implementing programs by July 1, 1972.

1.1.4.2.3 Assign joint tasks to this council with the expectation that they will recommend joint expenditure of funds.

1.1.4.2.4 Select 2 LEA's in which to implement program by 9/1/71.

1.1.4.2.5 Encourage and assist in the organization of similar councils at local levels.

[illegible]

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION
NORTH CAROLINA

Objectives

Continuing Objective #3

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively and confidently in society.

1. Develop and implement a student evaluation system based on personal creativity.
2. Guarantee a minimum of 30 minutes of unstructured time in each school day for every pupil to pursue his own creative interests.
3. Draft means of teaching basic skills more efficiently through use of:

    Differentiated staffing
    Contracting
    Programmed learning
    Use of media in independent study

4. Provide more opportunities for application of learned skills through broad thematic approach to instruction.
5. Develop a system for rewarding teachers for creative thinking and for creative teaching.
6. Create a total school environment which encourates individual expression and individual responsibility.
7. Greater involvement of parents and community resource people in planning and implementing educational programs.
8. LEA's will establish their own promotion and termination requirements.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #3

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively and confidently in society.

Specific Objectives

3.1 By July 1, 1975, 50% of all students completing grade 6 will score 80% or higher on the "N.C. Minimum Skills in the Arts" test (test appended).

Strategies

It is felt that early acquiring of basic skills will improve possibility of creative activity in arts .. and a general improvement in creative thinking in all fields.

1. Identify results wanted in Basic Skills.
2. Design teaching programs to help children master these skills.
3. Test at grade six.
4. Build into total curriculum (K-6), opportunities to apply skills.
5. Create a system for positive appraisal of individual student results.
6. Learning ideas and procedures developed by children - published by SDPI.

   - Students as teachers
   - Occupational
   - Community support

Tearsheets 3/8

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF
EDUCATION, NORTH CAROLINA

Continuing Objective #4

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.

Specific Objectives

4.1 By July 1975, 80% of all students will demonstrate an increase in their perception of the relevancy of their educational experiences by a 5% increase in ADA.

4.2 By July 1975, 80% of all students will demonstrate satisfaction resulting from successful learning experiences by a 5% increase in ADA.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Continuing Objective #4

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.

Specific Objective

4.1 By July 1975, 80% of all students will demonstrate an increase in their perception of the relevancy of their educational experiences by a 5% increase in ADA.

Strategies

4.1.1 By ______ all children in the public schools will have participated in a continual monitoring process to identify and correct or to compensate for any organic deficit which affects the learning process.

4.1.1.1 Develop a plan for pre-school screening and follow-up.

4.1.1.2 Positive reinforcements strategy (#4)

4.1.1.3 Student council strategy (#3)

4.1.1.4 Creative environment pilot strategy (3.1)

4.1.1.5 Develop and introduce into schools a nonpunitive grading system.

Justification

Present systems not consistent with oncept of "satisfaction from learning."

Substrategies

Develop:

- Continuous progress, dual factor marking system.
- Mechanism for pupil participation in process.
- Program/instruction base for system.

Procedures:

1971 - Develop "ITL" grading system design and working materials

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Sch. - 71 - 72 Pilot in 24 schools. 8 elem. - 8 middle - 8 H.S.

Summer 72 - Refine processes and materials

Summer 72 - Hold workshops for LEA staff, who will assume leadership role .....

4.1.1.6 Study of punishment systems - It is felt that harsh punishment prevents children from enjoying school ... and that punishment represents a failure of the school to succeed in positive approaches.

1. Collect facts by survey
2. Study results
3. Publish results with commentary
4. Propose legislation to prevent abuse.
5. Develop alternatives (rewards)

Survey - Summer 1971
Study and Action - Spring 1972
Voluntary experiment - 1971 - 1972
Legislative proposal - 1973

4.1.1.7 Statement of Strategy - *Collect information on all involvement programs, practices and ideas for dissemination and promotion.

Justification

Involvement will help bring satisfaction in learning experiences and it is our opinion that this compiled information with promotion will aid teachers in developing involvement programs.

What - Collect, disseminate and promote

How - .. Request information on involvement programs and ideas.
.. Assemble in attractive pamphlet
.. Disseminate and promote use.

When - .. By January 1972

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March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Continuing Objective #5

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.

Specific Objective 5.1

The 6th grade class of 1975 will provide a mean score on a test of critical thinking, 5% above 6th grade classes of 1972.

Strategies

To provide primary students with innovative experiences, included in the SCIS program, which will lead to critical thinking.

Sub-Strategies

1. Get commitments from 20 college instructors (methods teachers) to participate in and to plrchase needed materials. (By May 1971).
2. Get commitments from 20 superintendents to participate in the project by permitting 1 to 3 primary teachers to participate in project and to purchase needed materials. (By May 1, 1971).
3. Two members of the science education staff will receive special training in the SCIS program (May - June, 1971).
4. Two summer institutes will be planned and conducted by science education staff on college campuses during July or August 1971, for the college instructors and primary teachers who are committed to participation in the project.
5. During summer 1971, Science Education staff will assist participating schools and colleges with purchasing needed materials.
6. By September 1971 at least 20 schools in 20 units will be conducting primary science classes using SCIS materials.
7. By September 1971 at least 20 colleges in N.C. will be using SCIS materials in conjunction with their methods courses for prospective elementary teachers.

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Sub-Strategies, Continued

8. Science Education staff will work closely with participating colleges and schools during the school year 1971 - 1972 to insure success.

9. Evaluate project to determine if it should be continued and expanded.

Assignment

- Science Education

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF
EDUCATION, NORTH CAROLINA

Continuing Objective #6

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as responsible citizens.

Specific Objectives

6.1 By July 1975 all students will demonstrate an increase in concern for the rights, in respect for the value systems of others and in willingness to put the general welfare above his whenever a choice is necessary as measured by instruments to be developed (attitude scales; significant decrease in student relationship problems....Reduced rate in school vandalism)

6.2 By July 1975, all students will demonstrate increased knowledge of, respect for, and commitment to environmental matters measured by an instrument to be developed by an environmental education council.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #6

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as responsible citizens.

Specific Objectives

6.1 By July 1975 all students will demonstrate an increase in concern for the rights, in respect for the value systems of others, and in willingness to put the general welfare above his whenever a choice is necessary as measured by instruments to be developed (attitude scales; significant decrease in student relationship problems...Reduced rate in school vandalism).

Strategies

6.1.1 Purpose

Develop a community school program for teaching civic responsibility.

Justification

We are now trying to teach civic responsibility by the telling method in the vacuum of a classroom. Students have not had the opportunity to confront community leaders who have the responsibility for making the decisions which affect the general welfare; therefore, they have become critical of the establishment. We must bring the leaders to the students in a way that will help both groups understand responsibility

Substrategies

6.1.1.1 Select an intercity H.S. recently integrated, where student confrontations have caused disruption.

1. What

Through the cooperation of our Human Relations Division, identify the school and the leaders of the various factions of the student body and the community, and identify key people who are acceptable resource persons to form a student-teacher-lay committee to submit a program using lay people to teach or serve as resource people in the school.

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Continuing Objective #6, Substrategies, Con't. 6.1.1.1

2. How

   A. Through the H.R. staff find a system that wants to do something about teaching civic responsibility .

   B. Staff development - Bring teachers, adm., student leaders, and selected parents together for sensitivity training.

   C. Pair student leaders and lay leaders and give them the tasks of reviewing problems which have caused disruption. Listen to various student factions.

   D. Bring in special people from law enforcement, bar assoc., and civic organizations to help students and teachers write a curriculum for a short course around the concept of civic responsibility . Pay students and teachers. Ask selected parents to review and discuss the program.

3. Who

   Use consultants from P.P.S., Soc. Studies, Media, H.R., English, and Cultural Arts.

4. Calendar

   A. H.R. makes contact with the local unit in the spring of 1971.

   B. Identify participants, i.e., students, staff - teachers, etc., in May, 1971.

   C. Sensitivity training in June, 1971.

   D. Students and lay participants spend some time reviewing problems in July, 1971.

   E. Curriculum work to be done in August, 1971.

   F. Program initiated in October, 1971 after some orientation of the student body in September.

5. Assignment

   Mr. Nile Hunt, Coordinator

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Strategy ______

# ______ Establish models of community schools - 1 elem; 1 middle/Jr. Hi; 1 Sr. Hi.

Step 1

Obtain a commitment from Supt. and Bd. of Ed. to support a pilot school. (1 Eastern N.C.) (1 Piedmont) (1 W. N.C.)
(1 large city) (1 small city) (1 rural)

Step 2

Establish for each school a "Community school advisory council" which will make recommendations.

- Available resources
- Personnel to be involved
- Community commitment
- Actions and responsibilities of school staff
- Policies to be set up by Bd. of Ed.
- Evaluation of effectiveness of school program

Step 3

Orientation of school staff to "Community School Concept."

- Visits to models
- Visits to resources within community
- Survey of literature of field
- Services by consultants
- Utilization of films/slides/tapes VTR/presentations

Step 4

Development of plan for community school by staff of the school and admin. staff - in accordance with guidelines and policies established by Bd. of Ed.

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION
NORTH CAROLINA

Summary of Broad Strategies

1.1 Accredit Occupational Education

1.2 Placement

1.3 Occupational Education Development Committee

1.4 Allotment

1.5 Regional Occupational Education Plans

1.6 Coop. Programs for Disadvantaged

1.7 Coop. Programs for Talented

2.1 Individualized Curriculum - Grades 11, 12

3.1 Student Grading

3.2 30 Minutes Per Day

3.3 Faculty Seminar

3.4 Reward Teachers

3.5 Loosen Various Requirements

3.6 Teach Basic Skills More Efficiently

3.7 Provide Time For Parents

3.8 Modify Student Government

AMERICAN MANAGEMENT ASSOCIATION

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION
NORTH CAROLINA

Summary of Strategies

1.1.2 Occupational Education resources (C.L.).

1.3 Occupational Education curriculum development (C.L.).

1.4 Occupational Education for special kids (C.L.).

1.3 Individualized inst. (Tora)

2.1 Individualized inst. (Bob). (Basic areas)

3.1 Basic skills in creativity (Hall)

3.2 Community school (Marie)

4.1 Positive reinforcement (Hall)

4.2 Student Council (Hall)

4.3 Creative environment (Hall)

4.4 Nonpunative grading (Hunt)

4.5 Punishment (Hall)

4.6 Program dissemination (Leafe)

4.7 Pre-school sciencry (Lennon)

March 5, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Assist schools to meet better the individual needs and interests of students by extending the mini-course concept through:

- Developing guidelines for mini-courses in the various subject areas.
- Providing clearing house services for mini-course guides developed by LEA's.
- Publicizing models.

By July 1973, develop and disseminate evaluation instruments and procedures based upon concept development rather than fact gathering -- memorization, in the major disciplines.

By July 1972 guidelines will be developed for individualized instruction in all subject areas. Included will be suggestions for:

Flexible scheduling
Ungraded organization
Team planning and teaching
Independent study
Interdisciplinary programs

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

SECTION OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #3 - Function creatively with confidence and respect for his fellow man

Specific Objectives

3.1 By July 1, 1975, 50% of all students completing grade six will score 80% or higher on the "N.C. Minimum Skills in the Arts" test (test appended).

3.2 By July 1, 1975, 75% of all students in grade 12 will demonstrate the ability to use basic academic skills and concepts in a creative manner by scoring 60% or more on a test covering figural - and symbolic - thinking for mathematics and the arts and divergent - thinking abilities for literature, science and social studies, such test to be constructed and administered by the Research Division of SDIP.

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

Section of Program Services, North Carolina

Objectives

Continuing Objective #4 - To Enjoy Learning

Specific Objectives

4.1 By July 1975, 50% of all students will demonstrate satisfaction with their learning experiences as measured by the following indicators:

- Decrease in dropout rate
- Improved attendance
- Parental observation
- Student opinion
- Students' use of time
- Achievement progress
- Teacher approval
- Positive attitude toward school

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

SECTION OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #5 - To Know How To Learn

Specific Objectives

5.1 The 6th grade class of 1975 will provide a mean score on a test of critical thinking, 5% above 6th grade classes of 1972.

5.2 By July 1975, 75% of 6th grade students will demonstrate skill in and favorable attitudes toward the use of available learning resources as measured by student, teacher, and parental surveys and informal inventories. (Evaluation procedures to be developed by 1/1/72.)

AMERICAN MANAGEMENT ASSOCIATION

March 1, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Continuing Objective #5 - To know how to learn

Strategies

5.1 M.H. to establish with the Div. Directors a plan for teaching how to learn

- 1a. Limit to present resources
- 1b. "The Plan" to be implemented in 10 districts in 1971 - 1972
- 1c. M.H. to be responsible for implementing strategy 5.1
- 1d. One consultant from each of 10 Divisions will be selected by the Division Director and M.H. to spend 50% of their time on C.O. #5.

To have each Division Director develop a plan for increasing students' ability to learn how to learn - in his subject area.

AMERICAN MANAGEMENT ASSOCIATION

March 1, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

New Objectives

DRAFT

5.1 By July 1, 1975 all students leaving school will demonstrate skill in critical thinking as measured by appropriate indicators, to be determined.

- Observing
- Classifying
- Communicating
- Making inferences
- Key indicators
- Measuring
- Predicting
- Gathering data
- Analyzing
- Formulating hypotheses
- Identifying and using all available resources
- Reaching conclusions based on sound evidence

5.2 Will demonstrate habits and attitudes characterized by:

- Willingness to listen
- Desire to inquire
- Openness
- Respect for the opinions of others
- Willingness to express
- Evidence of change

March 1, 1971

BUREAU OF PROGRAM SERVICES, N.C.

New Objectives, Con't.

DRAFT

6.1 - Is willing to place the good of the group above his own
- Will demonstrate an awareness that each individual contributes to society
- Accepts responsibility for self-support
- Understands the implications of various governmental processes
- Regulates own behavior to respect rights of others

6.2 - Deliberate in forming judgement about the beliefs and actions of others
- Willing to express different beliefs
- Ability to evaluate one's own beliefs and actions
- Realize that values evolve
- Realization that values determine behavior

March 1, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

New Objectives, Con't.

6.3 - Exhibits good health habits

- Is willing to contribute to community health
- Seeks help for current health problems
- Practices preventative health measures

6.4 - Supports minimum environmental standards

- Understanding of basic environmental relationships
- Understands the political, economic and cultural implications of the environment
- Active participation in environmental protection and improvement

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Strategies for Continuing Objective #1

1. Allocate resources to LEA so as to provide incentives for most effective use of such resources.
    - a. As of 1973, each LEA will have received its proportionate share of available resources. This becomes a basic minimum program which all units will be able to implement.
    - b. A team at the state level will be organized to include SEA, LEA, teacher ed., business, industry, etc. to develop standards for each occupational program.
    - c. Evaluation teams including groups mentioned above will visit and evaluate each occuaptional program with a subsequent decision to approve or disapprove units based on their effective use of present resources and determine how well the LEA's plan fits into planning area's 5-year plan.
    - d. All available regular funds above those in (a) above will be alloted by formula to accredited units.
    - e. 75% of equipment funds will be allocated to all units. 25% would be retained to supplement allotments to those units which have not been accredited to bring them up to accreditable level.
    - f. All construction funds will be allocated on a formula basis to those units which lacked facilities and were thus not accredited.
    - g. All units will be apprised of allocation procedures including standards by July 1, 1971.
    - h. These standards will be distributed to all units in a "Program of Occupational Studies" publication by September 1971.

2. Organize a program for disadvantaged and handicapped students comprised of O.E., V.R., P.P.S. and Execp. children division members.
    - a. Coop Funding
    - b. Coop. Program Planning
    - c. Correction of defects
    - d. Training in specific modified skill areas
    - e. Placement in sheltered workshops or modified jobs

Strategies for Continuing Objective #1, Con't.

3. Organize a coop. program in O.E., S.E., C.A. and P.P.S. and E.C. to provide training and placement of talented students.

   a. Include special skill areas involving creativity (the arts)

   b. Implement in two models.

4. Institute a consortum of resource people to identify and manage educational resources.

   - One group per State planning district comprised of SEA, LEA, Bus., Md., Colleges and Universities, C.C., related agencies, planning officers, Comm. Rep.
   - Includes financial, human, ind., environmental resources
   - Identify available opportunities for various age levels, work-study opportunities, pre- and in-service of teachers
   - Assist in development of occupational plan for district
   - 8 groups by end of 71 - 72
   - Area director to lead
   - Organized around C.C. and Universities

5. Develop a program of Inst. embracing the following:

   a. Occupational awareness for all students K - 3

   b. Occupational information for all 4 - 6

   c. Occupational exploration for all in 7 - 9 in 6 areas of con.

   d. Occupational specialization in a program embracing a minimum of 5 specific skill areas for 75% of boys and girls in 10 - 12

   Strategy to be implemented by:

   a. Curriculum to be developed by SEA using representatives from consortiums.

   b. Staff development program involving academic teachers, PPS, Occupational teachers, teacher training inst., and C.C.

   c. Standards and guidelines to be developed by SEA with assistance.

   d. Implemented as follows:

      - 2 planning dist. 72 - 73
      - 3 planning dist. 73 - 74
      - 3 planning dist. 74 - 75

Strategies for Continuing Objective #1, Con't.

6. A guidance program stressing attitudinal and career guidance in grades 4 - 12 to introduce students to the world of work.

   (Professional counselors, retired people, business and industrial representatives, part-time workers, young people, housewives)

   (training program for counselor aides, part-time people etc., PPS, SEA, Community Counselors.)

   (Appropriate activities and curriculum to be developed in detail by groups involved)

   * Redirection of occupational programs to include work experiences in business and industry for 50% of students in Occupational Education and placement of all students who leave school and do not continue in post-secondary education in gainful employment.

*7. Implement individualized instruction using programmed materials in 25% of programs by 1973.

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

C.O. #2 - Strategy for individualizing instruction through a revised design for curriculum grades 11 - 12.

Basic Structure of New Design

Mini Course (ungraded) in:

- English
- Advances F.L.'s
- Social Studies
- Cultural Arts
- Practical Arts

Full-year Courses in:

- Math
- Science
- Occupational Education
- F.L.'s 1st and 2nd levels

Features of New Design

- Flexible scheduling
- Team planning teaching
- Differentiated staffing
- Differentiated student performance (grading)
- Interdisciplinary offerings
- Inquiry approach to teaching learning

Approaches to Implementation

- Spring and summer 1971, develop basic structure
- Summer and fall 1971, develop and disseminate information on the features
- Fall 1971, identify schools that have made a start
- Summer and fall 1971, identify other interested schools
- Fall of 1971, select 10 - 12 schools for participation to begin in 1972-73 (one in each educational district 2 - 4 high potential schools
- December 1971, conduct orientation sessions for superintendent's staff, principals, counselors, department chairmen, key teachers, students.
- January - February 1972, provide assistance to each participating school in planning its own new program.

Approaches to Implementation, Con't.

- Summer 1972 establish evaluation criteria and techniques
- At 2 - 3 and 5-year intervals, evaluate progress and results
- After 1972 - 1973, extend programs to other schools

2.2 By fall of 1973, Cooperative programming will be implemented with colleges and universities, community colleges, and technical institutes, including:

early admissions
dual enrollment
summer seminars
travel

2.3 Establish career - education awareness through a structured parent-teacher-student registration/program planning procedure, grades 9 - 12, state-wide.

- Develop (in spring 1971) and disseminate a position paper.

- Spring 1971 assess the extent of present practices

- Spring 1971 develop kits of suggested procedures and materials formal.

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #3

Major Strategies

1. Remove those factors which inhibit creativity at administrative, faculty and student levels, in this order.

1.1 A system of student evaluation emphasizing personal creativity will be used.

1.2 Provide the equivalent of 30 minutes a day (in any framework) of unstructured time for pupils to pursue their own creative interests within or outside the school.

1.3 Pre-term faculty seminar in each school will establish an attitudinal environment for the project (assistance from SDPI).

1.4 Agree in each school on a system for rewarding teachers for creative thinking and creative teaching. Such rewards must be within the normal resources and developed with the assistance of interested citizens.

1.5 For one year

   a. Existing promotion procedures are suspended.

   b. State prescribed course requirements are suspended.

   c. Out-of-field penalties will be waived.

1.6 Teacher committees will seek ways of teaching basic skills more efficiently to the end that more time may be devoted to application of skills.

1.7 System will provide time for teachers to develop relationships with parents.

   1. Six LEA's to be recommended by the SEA Executive Staff to participate (April, 1971)

   2. Three superintendents agree to initiate program in 3 (or fewer) schools in the LEA (May, 1971).

   3. Raleigh conference with 3 superintendents, 9 principals and 6 other key persons from each of the 3 LEA's for a one-day orientation (May, 1971)

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA
Objectives

Continuing Objective #3, Con't.

4.4 SDPI Research and Evaluation and PPS assist faculties of each school to develop system (Aug. 71)

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #3

New form of student council

Executive Committee

- President
- Vice President
- Secretary
- Treasurer

Membership on Council

Representatives of:

- Racial groups
- Religious groups
- Subject area groups
- Age groups
- Academic level groups

Defined authority:

- Making rules of conduct
- Judicial action
  - Student complaint
  - Faculty complaint

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #4

Provide successful experiences for children.

STRATEGY:

Teach teachers techniques of "positive reinforcement."

... Identify (25) teachers who successfully use "positive reinforcement."

.. One-week orientation for the (25) to:

1. Identify their strengths in "positive reinforcement" techniques.
2. Develop techniques for teaching "positive reinforcement" to others.
3. Select (10) teachers to work with each of the (25) (on an individual basis) for a period of two weeks during the 71 - 72 school year.
4. Develop an evaluation strategy to determine if pupils of the 275 teachers involved meet with increased success.

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AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #4

Enjoy learning

Encourage LEA's to utilize community resources for the provision of relevant experiences.

- Each SEA Division will prepare materials suggesting possible relevant experiences.

  EXAMPLE: Spanish

  1. Take students to Spanish-speaking areas.

  2. Utilization of Spanish-speaking people from communities.

  Implementation

  1. Introduce materials to LEA's

  2. Choose volunteers who will establish models.

  Evaluation:

  See Specific Objective 4.1

Abolish the Carnegie Unit.

... Establish a "Blue Ribbon" committee for planning alternatives and recommendations to the State Board of Education.

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Strategies for C.O. #5

..To know how to learn.

5.1 Develop eight variable models (1 per Ed. District) which demonstrate ways to individualize instraction.

5.1.a Identify in each Ed. District an experimental and a control school by 1/1/72. Schools will be chosen on the basis of criteria to be developed by the SDPI program services section.

The experimental schools will include:

2 early childhood ed. (K-3)
2 elementary (4-6)
2 middle or Jr. H.S.
2 Senior High Schools

5.1.b Between 1/1/72 and 6/1/72, after assessment of resources, personnel, materials, equipment, and facilities, that are available, the SDPI will assist the experimental schools in developing a plan of individualized instruction that makes maximum use of available resources. The plans may include some of the following instructional strategies or arrangements:

- Learning centers
- Multi-age continuous program org.
- Contracts - teacher-made, commercially prepared, performance
- Simulation, modeling activities
- Community school
- Independent study
- Laboratory techniques
- Differentiated staffing
- Tutorial activities
- Incentive systems
- Team teaching

5.1.c Between 6/1/72 and 6/30/72, in the light of the plan developed , determine the need for staff development through assessment of strengths and weaknesses related to competencies required for an adopted plan.

5.1.d Between 7/1/72 and 9/1/72, plan and begin implementation of appropriate staff development activities to raise staff capabilities to successful performance level in helping children learn "How to Learn."

Continued

Strategies for C.O. #5, Continued

5.1.d, Continued

Some such activities may include:

- Visitation to model programs
- Specially designed in-service activities
- Participation in established staff development activities
    - Institutes
    - Workshops
    - Seminars

5.1.e Between 7/1/72 and 9/1/72 identify resource personnel to serve as consultants to experimental schools and to assist in staff development

- SDPI
- College/Univ.
- Pub. School
- Other

5.1.f Implement plan beginning 9/1/72 and conclude 6/30/74.

a. Administer a test of critical thinking to all students in experimental and control schools.

b. Continue staff development activities as pertinent.

c. Modify strategies/organizations/ arrangements as appropriate for plan.

5.1.g In May, 1974 determine changes in critical thinking of pupils in experimental and control schools as measured by a test of critical thinking.

5.1.h In May, 1974 measure teacher attitudes toward change in teacher role to facilitate children "learning to learn."

5.1.i Between 6/30/74 and 9/1/74, evaluate alternate plans used by experimental schools to determine which plans offer the greatest promise for replication.

5.1.j Document findings and disseminate information pertaining thereto after 9/1/74.

Strategy 5.2 ... "To know how to learn."

5.2 Develop and make available to all admin. units a "kit of materials for staff development related to individualized instruction." (I.I)

The kit will include:

- SDPI position paper
- Components from TEACHING RESEARCH (O.G. Oregon) sound slide presentation on I.I.

Strategies for C.O. #5, Continued

5.2, Continued

- A T.V. program on I.I. produced by SDPI with ½ inch VTR tapes for local replay.
- Annotated bibliography on I.I.
- List of selected schools where different approaches to I.I. are being tried
- Selected reprints of PREP Materials on I.I.
- Other

5.3 ... "To know how to learn"

5.3 Provide assistance to all schools in the development of skills in the use of learning resources by students.

5.3.a A series of TV programs (15 mins.) on "How to Learn" including treatment of topics such as:

- Use of reference materials
- How to listen effectively
- Asking effective questions
- Using maps and globes
- Collecting and analyzing data
- How to judge authorities
- Budgeting your study time
- How to do simple research
- "Getting set" to study
- etc.

5.4 ... To know how to learn

5.4 Identify and provide assistance to those 2,3,4, and 5 year old children whose environment is not conducive to learning.

5.4.a Set up a pre-school center in the community where these children will be given a wide variety of learning experiences.

5.4.b Parents of those children will be asked to become involved in a training program to help them to assist their children in "learning how to learn."

Strategy 5.5 - To know how to learn

5.5 Arrange out-of-class activities for talented students to extend and enrich their knowledge of "how to learn."

Such activities might include:

- Seminars
- Academic clubs

Strategy 5.5 Continued

- Camps
- Computers
- Resident schools
- Summer enrichment classes
- Contests
- Fairs

Strategy 5.6 "To know how to learn"

5.6 Provide resource center where students may study during afternoons, evenings, and weekends. Resource persons and tutors will be available at the centers.

- For students with "no place to study" or get help.
- Provide a training program for parents to introduce them to various available resources and train them in the effective use of these for their benefit and that of their children.

AMERICAN MANAGEMENT ASSOCIATION

March 2, 1971

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA

Objectives

Continuing Objective #6 - Function as responsible citizen ...

Strategy #1

Set up models to provide H.S. students with out-of-school experiences through which they may learn to become responsible citizens.

Situation:

- Select a given number of studehts and teachers (25:1)
- Free from structured schedule

Description

Students, teachers and laymen will develop a series of activities to be performed outside the school using facilities such as churches, theaters, courthouses, legislative buildings, municipal and county buildings, construction sites, hospitals, etc., as the classroom.

Strategy #2

To provide H.S. students with in-school experiences taught by out-of-school personnel.

Phase I

1. Solicit from students and state student task force interest topics.
2. Determine types of instructional personnel needed.
3. Organize a coordinating council on citizenship education.
4. Solicit cooperation and commitment to assist from out- of-school instructional personnel

Phase II

1. Plan units or mini courses around topics of interest. (Involve students, teachers and outside persons who will be doing the instructing.)
2. Devise a plan for evaluating success of program.
3. Implement program in selected schools.
4. Evaluate program

BUREAU OF PROGRAM SERVICES, NORTH CAROLINA
Objectives

C.O. #6, Con't.

Phase III

Examples of topics and types of instructional personnel

Personnel	Topics
Lawyers	Politics, Leg., Law and Order
Bankers	Banking, budgeting, financing
Security Brokers	Investing
Environmentalists	Conservation, preservation, pollution, population
Health Dept. Personnel	Health, services, diseases, family planning
Union Leader	Labor/business
Civic Leaders	Civic organizations

6.2 Offer a curriculum to teach cross-cultural understandings (interdisciplinary - short courses).

1. Set up a network of in-service programs to teach lead teachers how to handle myths and realities of other cultures, as well as new content and to introduce a variety of media.
2. Develop guidelines for local units to use the knowledge of lead teachers in in-service programs at the local level.
3. Make the regulations for use of textbook money more flexible so that LEA's may buy a greater variety of materials to implement mini course idea.

March 4, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION,
NORTH CAROLINA

Objectives

Continuing Objective #1

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

Specific Objective #1.3

By July 1975, 50% of the students in grades _____ will be achieving at grade level (by national norms) on communications and computational skills as measured by standardized tests.

Justification

This strategy lends itself to individualized instruction which is believed to be the most effective means of achieving the objective of improving computation and communication skills.

STRATEGY

1.3.1 By July 1973, English, language arts and mathematics programs in 80% of the schools, grades K-8, will be marked by such diversity of resources and techniques as to permit adaptation to the needs of each individual child as determined by a state assessment program.

This will be accomplished by:

1.3.1.1 An intensive program of improvement in the preparation and in-service of teachers of reading, language arts, and mathematics.

1.3.1.2 Curriculum development.

1.3.1.3 The development of materials centers.

1.3.1.4 Involvement of the public in a state-wide right-to-read effort.

1.3.1.5 Remedial instruction.

Strategies for teacher preparation

1.3.1.1.1 By 1976, any elementary teacher employed by the state will have met the requirements established by the new guidelines now being developed.

1.3.1.1.2 Elementary subject area specialists will have met the requirements for the new certification in reading and mathematics.

1.3.1.1.3 By 1975, a description of the competencies expected of a teacher of reading and mathematics will have been published and distributed to every institution involved in the preparation of reading and mathematics personnel and to every local educational agency.

1.3.1.1.4 By 1975, in cooperation with local and regional media centers, and with universities and other educational institutions in the state, there will have been developed instructional packets, designed to be used by local supervisors in conducting their own in-service training programs.

1.3.1.1.5 By 1975, the Reading Center at the University of North Carolina, the Reading Center at Appalachian State University, and the Reading Center at East Carolina University will have become functioning centers for the diagnosis and treatment of children with severe learning disabilities. Moreover, the Chapel Hill program will have developed a program for training teachers of the disadvantaged through a well-planned mixture of coursework, research, and planned internship training under the supervision of a major professor.

Strategies for curriculum development

1.3.1.2.1 By June, 1972, a sequence of instructional objectives will have been developed for grades K-3, 4-6, 7-8 in mathematics and language arts. Objectives will be designed in collaboration with reading and mathematics specialists and will provide guidance in planning, implementing, and evaluating instructional programs and will provide a structure for the development of curriculum guides.

1.3.1.2.2 By 1972, curriculum guides will be published and distributed at grades K-3, and 4-6, which will contain practical suggestions for teaching specific skills and for encouraging wide reading and a variety of mathematical applications.

1.3.1.2.3 By 1973, the Division of Occupational Education, in cooperation with private industry, will have completed job analysis surveys to determine the functional mathematical and language arts skills needed for a student to become successfully employed in a particular occupation.

1.3.1.2.4 By 1975, through local, state, and federal funds, the state will provide concentrated support to demonstration schools in the west, central, and eastern parts of the state, and by 1980 to one demonstration center in each of the eight educational districts of the state.

1.3.1.2.5 By fall 1973, the state will enable a local school system to use money alloted for the purchase of state-adopted texts to purchase materials of their own choosing -- upon that school system's presentation of a well-designed program of implementation and evaluation.

Strategies for developing materials centers

1.3.1.3.1 By 1972, the state, in cooperation with the North Carolina Council of the IRA, with Appalachian State University's Reading Resource Center, with local educational agencies and media centers, and with publishers and private firms, will have established a clearinghouse for the collection and dissemination of information and materials in reading.

1.3.1.3.2 By 1973, in cooperation with the Learning Resources Center and with regional media centers, demonstration centers will have been developed where teachers may go to examine materials in language arts and mathematics and to preview media which have been prepared to supplement in-service training efforts.

Strategies for involvement of the public in a state-wide right-to-read effort

1.3.1.4.1 By 1972, with the cooperation of the state's librarians, a number of approaches to involving public support for our right-to-read effort will have been launched.

Strategies for remedial instruction

1.3.1.5.1 By 1973, in cooperation with local and regional media centers, with state and local ESEA programs, and with universities and other educational institutions in the state, there will have been developed or selected remedial instruction packets, designed to be used by individual students needing remedial work in computation and communication skills.

1.3.1.5.2 By fall 1972, a school system in each educational district will have entered into performance contracts in communication and computation skills with commercial firms.

AMERICAN MANAGEMENT ASSOCIATION

March 4, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION
NORTH CAROLINA

Objectives

Continuing Objective #2

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified for continued education.

Specific Objective #2.1

By July 1977, 50% of students completing secondary education will be achieving at grade level or above (by national norms) in basic academic subject areas (English, Math, Science and Social Studies), as measured by standardized achievement tests.

STRATEGY

2.1.1 By June 1975, the programs in the basic academic areas (English, Math, Science and Social Studies) in 25% of the school grades 9-12 in North Carolina will be based on individualized needs as evidenced by school and/or classroom organization and procedures.

Justification

This strategy is one of the best means for raising achievement levels in the basic academic areas.

2.1.1.1 By September 1973, the teachers in the basic academic areas in the above schools will have received in-service training in techniques for individualizing instruction.

2.1.1.2 By 1973, all college teachers of methods courses for prospective teachers will be including strategies for individualized instruction in the methods course.

2.1.1.3 By September 1973, based upon a 2-year plan submitted to and approved by the State Board of Education, one school system in the state will have its resources allocated for a total educational program. (Allocation shall be without regard to line item identification or position category). The plan will be performance based and the system held accountable for achievement.

March 4, 1971

Continuing Objective #2 (Continued)

2.1.1.4 By Fall 1973, the state will enable a local school system to use money alloted for the purchase of state-adopted texts to purchase materials of their own choosing -- upon that school system's presentation of a well-designed program of implementation and evaluation.

2.1.2 By 1975, patterns for school organization and curriculum will have been revised for grades 9-12.

2.1.2.1 Mini-courses of varying duration (ungraded) will be developed in the following areas: English, Advanced foreign languages, Science, Social Studies, Cultural Arts, Practical Arts, Occupational Education, Physical Education .

2.1.2.2 To implement these mini-courses flexible scheduling, differentiated staffing, and other types of organization will be explored.

2.1.2.3 All state Board of Education regulations pertaining to requirements for graduation, required courses, hours of attendance, and Carnegie units will be waived.

AMERICAN MANAGEMENT ASSOCIATION

March 4, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF
EDUCATION, NORTH CAROLINA

Objectives

Continuing Objective #3

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively and confidently in society.

Specific Objective #3.2

By July 1, 1975, 75% of all students in grade 12 will demonstrate the ability to use basic academic skills and concepts in a creative manner by scoring 60% or more on a test covering figural - and symbolic thinking for mathematics and the arts and divergent - thinking abilities for literature, science and social studies, such test to be constructed and administered by the Research Division of SDPI.

STRATEGY

3.2.1 By 1975, a new curriculum design developed around the community school concepts will be developed in one school in N.C. representative of all classes of society.

Justification

1. To center all available resources in a concentrated program of learning and service to all members of the community.

2. To force the school to become the center for total education.

3.2.1.1 Obtain a commitment from superintendent and Borad of Education to support a community school.

3.2.1.2 By September 1973, based upon a 2-year plan submitted to and approved by the State Board of Education, the school system selected will have its resources allocated for a total educational program. (Allocation shall be without regard to line item identification or position category.) The plan will be performance-based and the system held accountable for achievement.

3.2.1.3 Establish a "community school advisory council" which will make recommendations:

- Available resources
- Personnel to be involved

Continued

- Community commitment
- Actions and responsibilities of school staff
- Policies to be set up by the Board of Education
- Evaluation of effectiveness of school program

3.2.1.4 Orientation of school staff to "community school concept"

- Visits to models
- Visits to resources within community
- Survey of literature
- Services by consultants
- Utilization of films/slides/tapes/VTR presentations

3.2.1.5 Development of plan for community school by staff of the school, and administrative staff in accord with the philosophy, goals and objectives developed by the Advisory Council and guidelines and policies established by the Board of Education growing out of the work of the Advisory Council. In the development of the plan, consideration should be given to the involvement of:

- All educational services
  - .. Day care
  - .. Kindergarten
  - .. Elementary schools
  - .. Junior high school
  - .. Senior high school
  - .. Adult (continuing education)
- Community agencies
  - .. Recreation
  - .. Health
  - .. Social Services
  - .. Cultural
  - .. Governmental
  - .. Civic
  - .. Public Libraries

The Plan shall provide for:

- School facilities to be open 18 hours per day, 12 months per year.
- Cafeteria services to serve 3 meals per day.
- Transportation between the school and other sites of educational activity in the community to be available at all times.

The plan shall provide for maximum utilization of:

- Museums
- Parks
- Camps
- Playgrounds
- Swimming pools
- Public Buildings

In effect, the plan might include four levels of sophistication:

First Level:

High school completion, basic education, enrichment and recreation programs for community members of all ages.

Second Level:

Programs and projects that attempt to have a positive effect on community problems.

Third Level:

All educational agencies working together toward common goals, sharing resources and complementing the services of one another.

Fourth Level:

The reconstruction of a total educational process under a philosophy of community education: "helping people help themselves."

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT
OF EDUCATION, NORTH CAROLINA

Continuing Objectives

1. Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified to gain employment.

2. Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified for continued education.

3. Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively and confidently in society.

4. Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.

5. Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.

6. Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as responsible citizens.

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Objectives

Continuing Objective #2

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified for continued education.

Specific Objectives

2.1 By July 1977, 50% of students completing secondary education will be achieving at grade level or above (by national norms) in basic academic subject areas (English, Math, Science and Social Studies), as measured by standardized achievement tests.

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Objectives

Continuing Objective #3

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively and confidently in society.

Specific Objectives

3.1 By July 1, 1975, 50% of all students completing grade 6 will score 80% or higher on the "N.C. Minimum Skills in the Arts" test (test appended).

3.2 By July 1, 1975, 75% of all students in grade 12 will demonstrate the ability to use basic academic skills and concepts in a creative manner by scoring 60% or more on a test covering figural - and symbolic - thinking for mathematics and the arts and divergent - thinking abilities for liteature, science and social studies, such test to be constructed and administered by the Research Division of SDIP.

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT
OF EDUCATION, NORTH CAROLINA

Objectives

Continuing Objective #4

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.

Specific Objectives

4.1 By July 1975, 50% of all students will demonstrate satisfaction with their learning experiences as measured by the following indicators:

- Decrease in drop out rate
- Improved attendance
- Parental observation
- Student opinion
- Students' use of time
- Achievement progress
- Teacher approval
- Positive attitude toward school

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF EDUCATION, NORTH CAROLINA

Objectives

Continuing Objective #5

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.

Specific Objectives

5.1 The 6th grade class of 1975 will provide a mean score on a test of critical thinking, 5% above 6th grade classes of 1972.

5.2 By July 1975, 75% of 6th grade students will demonstrate skill in and favorable attitudes toward the use of available learning resources as measured by student, teacher, and parental surveys and informal inventories. (Evaluation procedures to be developed by 1/1/72.)

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT
OF EDUCATION NORTH CAROLINA

Continuing Objectives

Continuing Objective #6

Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as responsible citizens.

Specific Objectives

6.1 By July 1975, 80% of students in grade 9 will demonstrate an understanding of the principles of civic responsibility by scoring at least 75% on a standardized test (to be developed).

6.2 By 1975, 80% of students 7 - 12 will demonstrate civic responsibility by voluntary participation in school or community activities which promote the general welfare.

Priority Ranking of Specific Objectives

	JM	TL	GK	JH	NL	JC	JJ	JV	BJ	CL	MH	NH	TL	PT	OF	JC	Composite	Ranking
1.1	6	4	11	1	11	2	1	4	6	11	4	4	6	2	8	6	87	6
1.2	3	1	9	2	10	10	9	6	3	10	6	2	1	3	4	2	81	8
1.3	11	11	10	9	8	11	10	11	7	9	10	8	11	6	11	11	154	1
2.1	1	10	3	3	9	9	2	1	9	8	11	11	10	8	7	3	105	5
3.1	7	3	2	4	1	3	3	2	1	3	3	5	2	4	6	4	54	11
3.2	2	2	1	8	2	4	4	3	2	5	2	3	5	7	1	7	58	10
4.1	10	9	8	11	6	5	11	4	8	7	7	10	9	9	9	5	129	2
5.1	9	6	7	6	5	7	8	10	11	6	9	9	8	10	3	10	124	3
5.2	4	5	5	5	3	6	7	8	10	4	8	6	4	1	1	1	84	7
6.1	5	8	6	10	7	8	5	7	5	2	5	7	7	11	10	8	110	4
6.2	5	7	4	7	4	1	6	9	4	1	1	1	3	5	5	9	72	9

January 21, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Develop Staff Capabilities

1. By August 1, 1971, section personnel will develop written statements of SEA's position and interpretation of current concepts such as - - - - - differentiated staffing, team teaching, school organizational patterns, individualized instruction.

2. Program Services section will develop some basic guidelines designed to increase the productivity of field service.

3. By September 1, 1971, develop an in-depth orientation for new professional personnel in Program Services section.

AMERICAN MANAGEMENT ASSOCIATION

January 21, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Specific Objectives

7. 1) By 1971 financial resources will be identified and made known to each director.

   2) The LEA plan will include all available resources allocated to priority objectives by 1975.

8. 1) Regional centers will include Program Services components by 1975.

   2) Each LEA will have developed a Program Services counterpart by 1975

9. 1) Program Services section will have specific objectives for 1971 - 1972 by April 1, 1971.

   2) By July 1971, each division director will have a plan of operation for the division for 1971 - 1972. The plan will include specific objectives and strategies for accomplishing them.

   3) Each division director and his staff will collectively establish performance objectives for each member of the division.

15. 1) By March, 15, 1971 LEA's will be assisted in planning as demonstrated by 50 LEA central office staff members successfully completing a planning simulation game.

    2) By July 1, 1971 the LEA's will demonstrate a knowledge of planning by submitting all ESEA Title I proposals with clearly defined goals, objectives, activities and evaluation procedures.

    3) By July 1, 1971 ten LEA's will demonstrate their ability to plan by developing plans for organizational changes such as shifting to team teaching or introducing SCIS.

AMERICAN MANAGEMENT ASSOCIATION

BUREAU OF PROGRAM SERVICES, N. C.

Specific Objectives

1.1 All students who entered the first grade in 1964:

- a. will possess the skills and attitudes to begin employment in an unskilled occupation by 1972.
- b. will possess the skills and attitudes to begin employment in a semi-skilled occupation by 1974.
- c. 30% who graduate in 1976 will possess the skills and attitudes to begin employment in a skilled occupation or enter a vocational trade program at post-sec. level.
- d. 15% who graduate in 1976 will possess the skills and attitudes to begin employment in a pre-technical occupation or enter a technical training program at post-sec. level.
- e. 20% who graduate in 1976 will possess the skills and attitudes to begin employment in a pre-technical occupation, to enter technical training program, or to enter a 4-year college program.
- f. will receive a certificate of completion at the time they leave school which will list all positive accomplishments.

3. To Enjoy Learning

- a. By 7/1/73 given the base of the # of school day hours in which students were not involved in regularly scheduled learning activities because of disciplinary problems, students will have demonstrated that learning is satisfying and enjoyable by a reduction of 10% in the # of hours of scheduled activity due to disciplinary problems.

- b. Given base line data of student responses in 1971 to an attitude scale designed and administered by the Division for Planning, measuring satisfaction and enjoyment afforded by learning, an increase of 5% will occur in student responses to a similar scale administered by 5/1/72.

- c. By the 1974 school year the students of North Carolina will demonstrate their belief in learning by reducing the rate of grade or course repetition by 10% as compared to 1970 data.

Responsible Citizenship

1. By July 1975 80% of ith grade students will show increased understanding of cultures and ways of life other than their own and recognition that other cultures have contributed to our own. (random sampling instrument to be developed).

2. By June 1975 80% of 9th grade students will show a statistical significant increase in the understanding of our economic system as registered on "The Test of Economic Understanding" by the Joint Council for Economic Education.

Specific Objectives, Con't

By June 1975 students in 10 high schools which have been torn by racial strife will demonstrate a decided improvement (?) in human relations and respect for human dignity and public property as measured by ____________.

AMERICAN MANAGEMENT ASSOCIATION

January 22, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Specifications for Specific Objectives

1. To be expressed in terms of results to be measured at grades 3, 6,8,10 and 12.
2. Write Specific Objectives in terms of results to be achieved by 6/30/75.

AMERICAN MANAGEMENT ASSOCIATION

January 22, 1971

BUREAU OF PROGRAM SERVICES, N.C.

C. O. #1, Specific Objectives

Attitudes, Skills and Knowledge Needed

	a	b	c	d	e
1. Willingness to work					
2. Have good attitude					
3. Have respect for fellow man					
4. Ability to comprehend and follow oral instructions					
5. Common sense appropriate to problem solving					
6. Ability to write legibly					
7. Basic knowledge of natural phenomena					
8. Possess occupational skills					

AMERICAN MANAGEMENT ASSOCIATION

January 20, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Specific Objectives

By 6/1/73 40% of students graduating from high school will be qualified for employment.

By 9/1/73 50% of students graduating in June of 1973 will be qualified for post-secondary education.

To reduce dropout rate by 25% by 1975.

By 1975, 90% of our students will be enrolled in classes which are of interest to them.

To have all Division Directors demonstrate understanding of key departmental issues (policies) by____________.

Develop job description.

EXAMPLES OF SPECIFIC OBJECTIVES

1. To evaluate current student achievement levels in grades 1, 2 and 3 of ______ school districts in each of the following areas:

   reading
   math
   social studies
   art
   physical education
   etc.

2. To bring about a measureable improvement in each divisional subject area in at least 25 selected schools by 6/1/72.

3. To measureably improve the achievement levels in basic skills of economically and culturally disadvantaged students of grades 1, 2 and 3 in school year 71 - 72 over 70 - 71.

4. To reduce by 50% the percentage of high school students who cannot read at the 8th grade level by 6/1/72 in 10 selected school districts.

5. To have 25 school districts establish formal long-range plans which meet predetermined criteria by 9/1/72.

6. To teach principles of professional leadership (management) to all administrators in ______________ school districts by ______________.

7. To establish ______________ model schools which may be used to objectively evaluate new teaching techniques and to train teachers in application of techniques proven to be superior by ________________.

AMERICAN MANAGEMENT ASSOCIATION

January 21, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Tear Sheeted Material

To know how to learn

Given baseline data of scores on standardized tests administered in 1970 - 71, elem students in 10 selected LEA's will show increased skill in critical thinking and decisionmaking as indicated by scores on tests administered in 1972-73.

Students in 5 LEA's who used multi-media communication forms in independent study will demonstrate significant increase in learning in comparison with control groups who employed conventional resources. Standardized achievement tests will be employed to measure change.

Pupils having three years of multi-age continuous progress (k-3) will demonstrate equal ability in reading and computational skills and higher scores on scales measuring satisfaction and enjoyment than children who have experienced 3 years of conventional school.

Coordinate Efforts of Staff Personnel

By Sept. 1, 1971, each division will have established an active, systematic procedure for collaborating with two or more other divisions on curriculum development and field services.

By Sept. 1, 1971, through direct contact and/or the usual requests, at least 6 LEA's will be identified for intensive, multi-divisional service input during 1971 - 72 school year.

By June 1971, written descriptions of staff roles, relationships, and responsibilities will be prepared and put into use in planning and implementing functions and services.

2. By 1972, all students who entered school in 1964:

   will possess the ability to manipulate materials and ideas in such a way as to produce an original and individual result.

   will exhibit habits and attitudes which display a respect for the dignity of his fellow man.

By June 1973 students in 20 selected high schools will show increased skill in critical thinking and decisionmaking.

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

DRAFT

Strategy for performance contracting compared with regular school procedures, compensating for Hawthorne effect.

Definition

Contractor: A commercial firm whose business is contract educational services.

Target School: A school in which performance measures of reading and computational skills are at least one grade level below grade placement for 80% of pupils.

Approach

1. Identify 10 target schools (elementary) to be paired according to criteria of commonality.
2. Designate five schools; one of each pair, as contract or experimental schools, five as control schools.
3. Investigation will include pupils in grades 4, 5, and 6.
4. Fix daily schedule in each of the 10 schools to include a designated 3-hour block for special emphasis on reading and computational skills.
5. Negotiate contract for 3-hour block in the 5 contract schools.
    a. Contractor to supply all staff, supplies, materials, and special equipment.
    b. Rate of pay: 50% of per pupil current expense per year.
6. Control schools emphasize reading and computational skills in corresponding time segment, using regular staff, supplies and materials.

7. Establish incentive pay plan for contractor and participating staff in control schools, based upon improvement in excess of one grade level per year per pupil.

8. Evaluation
    a. By outside agency, by nonparticipating personnel
    b. Pre-test pupils in these grades in all 10 schools in 9th month of school year preceding start of project.
    c. Repeat testing, same month each succeeding year, for 3 years.

AMERICAN MANAGEMENT ASSOCIATION

January 20, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Critical Functions

1. Curriculum development
2. Provide SEA staff development
3. Develop standard for LEA programs
4. Assist in LEA staff development
5. Recommend allocation of resources
6. Gather data
7. Review and evaluate
8. Dissemination of information
9. Evaluate projects, programs, schools
10. Assist in development of standards for teacher education
11. Furnish leadership in organization and administration
12. Assist LEA's in operation of demonstration projects
13. Coordinate with other agencies
14. Develop support for state education program
15. Assist LEA's in planning

AMERICAN MANAGEMENT ASSOCIATION

January 20, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Critical Functions

Revised

1. What to teach -- Why
   Planning
   Priorities

2. How to teach -- Techniques
   Organization
   Teach. Comp.

3. How to manage resources -- Mng.
   Organization
   Utilization

Alternative Basic Strategies

1. Specific Objective for each present Division
2. Reorganization of Section around Cont. Objs.
3. Emphasize field services – minimize curric. dev.
4. Encourage improved LEA performance with present methods.
5. Allocate 50% of Section Personnel to Basic Skills & enjoymen of learni
6. Work with LEA's on total system basis
7. Development of LEA administrative skills
8. Differentiated staffing in all LEA's
9. Development and evaluation of various educational models
10. In service training for teachers
11. Voucher system
12. Performance contracting
13. Emphasis on culturally and economically underpriviledged students
14. Remedial programs for those below grade level in basic skills
15. Establishment of performance stds for teachers
16. Encouragement or establishment of financial incentives for teachers based on student performance
17. Financial incentives for students
18. Non-Financial incentives for students
19. Individualized instruction for students.

20. LEA accreditation based on a plan including measureable educational objectives

21. Establishment of state operated experimental schools

22. Increase in state financial assistance to LEA's

23. Assist LEA's in developing more local financial support.

24. Elimination of "Carnegie unit" requirements

25. In-service training for Section personnel

AMERICAN MANAGEMENT ASSOCIATION

January 20, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Broad Strategies

1. Coordinate efforts of section personnel.
2. Eliminate activities which do not contribute to Continuing Objectives.
3. Develop staff capabilities.
4. Interpret Mission and Objectives of P.S. section to related publics.
5. Establish standards for evaluating performance of all students.
6. Establish priorities.
7. Identify available resources.
8. Develop an organization structure for delivering services which ensure results.
9. Evaluate effectiveness of the section.
10. Develop and maintain a capability for anticipating the changing need of society on a timely basis.
11. Develop and maintain a systematic planning procedure.

AMERICAN MANAGEMENT ASSOCIATION

January 22, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Strategies

1. Devote 2 days in March to brief P.S. staff. (C.O.)
2. General staff and directors confer with LEA leadership 10 days in April.
3. Major objectives in 1971 - 1972 will be on C.O.#1 in all LEA units, 100% of staff, 80% of time.
    a. 55% field service
    b. 25% curriculum development

20% time planning

AMERICAN MANAGEMENT ASSOCIATION

January 25, 1971

BUREAU OF PROGRAM SERVICES, N.C.

Strategies for:

22 Spec. Obj....the ability to work as a responsible member of a group (6/30/75).

22.1 8th grade students will have opportunities to work with each other in student planned and directed activities (9/1/73).

22.11 Teachers will be retrained to direct student operated classes, state-wide (6/15/73).

22.12 40 LEA's carry out program (9/1/72).

22.13 Teachers retrained in summer workshop from 40 LEA's (6/15/72).

22.14 Summer workshop planned (3/1/72).

22.15 SEA sets rationale for workshop (1/1/72).

22.16 SEA deams finances for workshop (11/1/71).

22.17 SEA sets priorities which includes workshop (10/1/71).

22.18 SEA considers all specific objectives (7/1/71).

Other just rank strategies

22.21 Course content and materials will be developed for student directed learning.

22.31 Schedules and facilities will be adapted to student-directed activities.

CONTINUING OBJECTIVES: #1 Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to be qualified either to continue formal education or become employed.

CONTRIBUTION:

COSTS:

MANPOWER:

SPECIFIC OBJECTIVES 1.1.

All students in 2 planning areas who entered the first grade in 1964 will possess the skills, knowledge and attitudes necessary to;

a) Begin employment in unskilled occupation in June, 1972.
b) Begin employment in a semi-skilled occupation in June, 1974.
c) Enable 30% of total entered who graduate in 1976 to begin employment in a skilled occupation or enter a trade program of 1-year duration at post-sec. level.
d) Enable 15% of total entered who graduate in 1976 to become employed in a pre-tech. occupation or enter a technical training program at post-sec. level.
e) Enable 20% of total entered who graduate in 1976 to become employed in a pre-tech. occupation, to enter a technical training program, or to enter a 4-year college program.

STRATEGIES

1.1.1. Develop attitudes skills and knowledge necessary to qualify students for above.

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #2 Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively with confidence and respect for his fellow man.

CONTRIBUTION:

SPECIFIC OBJECTIVE: By 1975 all students completing the 12th grade will demonstrate:

2.1. The ability to manipulate materials and ideas in such a way as to produce an original and individual result.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #2 Consistent with a realistic appraisal of their needs, interests and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively with confidence and respect for his fellow man.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 2.2. By 1975 all students completing the 12th grade will demonstrate the ability to work as a responsible member of a group.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

CONTINUING OBJECTIVE: #2. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively with confidence and respect for his fellow man.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 2.3. By 1975 all students completing the 12th grade will demonstrate the ability to state clearly and to defend their likes and dislikes among artistic - products - and of life situations within their experience.	COSTS:
STRATEGY:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE:#2. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively with confidence and respect for his fellow man.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 2.4. By 1975 all students completing the 12th grade will demonstrate respect for others in their informal relationships within the school.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #2. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills knowledge, habits and attitudes necessary to function creatively with confidence and respect for his fellow man.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 2.5. By 1975 all students completing the 12th grade will demonstrate an understanding of value systems and how they have evolved.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #2. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function creatively with confidence and respect for his fellow man.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 2.6. By 1975 all students completing the 12th grade will demonstrate the ability to recognize their talents and to practice the skills needed to make creative use of such talent.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #3. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 3.1. By 1/1/75, the # of students enrolled in new courses and in noncredit courses in summer school will increase by 10% over the enrollment measured in 1/71.	COSTS:
STRATEGY:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #3. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 3.2. By 7/1/75, the drop-out rate for students between the 6th and 11th grades will be reduced by 5% from 1969.

COSTS:

MANPOWER:

STRATEGY:

1. Develop the open classroom concept at grades 3 and 6 by 1/1/72.
2. Obtain funds for the purpose of setting up two model open classroom programs that exemplify different approaches by 1/72.
3. Submit project proposal to Div. of Dev. and obtain approval of proposal by 11/15/71.
4. Fully equip 15 centers of interest with interesting and innovative media in two selected LEA schools by 6/1/72
5. Consult with Media Div of the SDPI and with cooperating LEA's and install equipment by 6/1/72.

OTHER BROAD STRATEGIES

- Occupational Education Program
- Guidance (elem)
- Physical fitness
- Improved media
- Special teachers
- Program for exceptional children
- Staff centers with selected personnel by 6/1/72
- Provide 8 weeks of in-service training and workshop for all personnel involved in summer 1972.
- Area colleges with teacher training programs will be involved in the planning and development of the centers as of 12/1/71.
- Area colleges will provide staff personnel and student teachers as consultants and aides in the in-service workshops and the operation of the program as of 6/1/72.

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #3. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 3.3. By 11/1/73, 10% more students will demonstrate enjoyment of learning than was demonstrated on an attitude scale administered in 11/71.	COSTS:
STRATEGY:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #3. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to enjoy learning.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 3.4. By July, 1973, based on the total # of school hours in which students were removed from regularly scheduled learning activities due to disciplinary problems, students will have demonstrated that learning is enjoyable by a 10% reduction of time loss.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.1. The number of 8th grade students scoring below the 3rd quartile on a test of Basic Skills will decrease 25% between July 1, 1972 and June 30, 1975.	COSTS:
STRATEGY:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 4.2. The number of 3rd grade students who score below 3rd quartile on National norms on a standardized reading test will decrease by 25% between July 1, 1972 and June 30, 1975.

COSTS:

STRATEGY:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.3. 80% of the students in grades 4 and 6, 1971 - 1972 will demonstrate statistically significant gains (10%) on a test of critical thinking and decision-making by June 30, 1974.	COSTS:
STRATEGY:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.4. The number of students pursuing programs of individualized study employing multi-media communication forms and scoring at or above national norms on standardized achievement tests will increase by 25% between June 1, 1971 and June 1, 1975.	COSTS:
STRATEGY: 4.4.1. Employ Media Division Personnel for assistance in identification, acquisition, and organization of media collection	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Use Media Division Staff.		

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.4. The number of students pursuing programs of individualized study employing multi-media communication forms and scoring at or above national norms on standardized achievement tests will increase by 25% between June 1, 1971 and June 1, 1975.	COSTS:
STRATEGY: 4.4.2. Test, Interpret, Evaluate results	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. How - Research planning section.		

ORIGINATOR:

PAGE ____

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.4. The number of students pursuing programs of individualized study employing multi-media communication forms and scoring at or above national norms on standardized achievement tests will increase by 25% between June 1, 1971 and Junel, 1975.	COSTS:
STRATEGY: 4.4.3. Develop similar series of sub objectives and sub strategies to utilize input of workshops for Prin. and media personnel in summer of 1971. Also add input from schools with pupil tutorial programs in operation.	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.5. The knowledge of how to learn will be demonstrated by a decrease of 25% between July 1, 1972 and January 30, 1975 in the number of students who at the end of their 6th year score below the 3rd quartile of national norm of a basic skills test.	COSTS:
STRATEGY: 4.5.1. Measure progress of students who are engaged in multi-media supported independent study programs in selected schools of the State.	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Identify schools operating programs of independent study by 7/1/72.		
2. Use advice of staff of Media Div. by 7/1/72.		
3. Use advice of staff of P.S. by 7/1/72.		

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.5. The knowledge of how to learn will be demonstrated by a decrease of 25% between July 1, 1972 and January 30, 1975 in the number of students who at the end of their 6th year score below the 3rd quartile of national norm of a basic skills test.	COSTS:
STRATEGY: 4.5.2. Identify all schools who wish to begin such programs and assist in their effort to develop programs.	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Use Title I and Title II ESEA funds through channels prior to 7/1/72.		

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #4 . Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 4.5 The knowledge of how to learn will be demonstrated by a decrease of 25% between July 1, 1972 and January 30, 1975 in the number of students who at the end of their 6th year score below the 3rd quartile of national norm of a basic skills test.	COSTS:
STRATEGY: 4.5.3. Use early childhood education pilot centers for (K-3) input capitalizing from presence of staff and facilities.	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. How - Through Early Childhood Education Division.		

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #4. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to know how to learn.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 4.5. The knowledge of how to learn will be demonstrated by a decrease of 25% between July 1, 1972 and January 30, 1975 in the number of students who at the end of their 6th year score below the 3rd quartile of national norm of a basic skills test.

COSTS:

STRATEGY: 4.5.4. Utilize Program Services personnel to assist in diagnosis of needs and determination of programs needed by students.

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. How - Coordinate with P.P.S.		

ORIGINATOR:

PAGE

CONTINUING OBJECTIVE: #5 Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as a responsible citizen.

CONTRIBUTION:

SPECIFIC OBJECTIVE: 5.1. By June 1975 80% of third, sixth, eighth, tenth and twelfth grade students will show a statistically significant increase in the understanding of our economic system as registered on the "Test for Economic Understanding" by the Joint Council for Economic Education for grades 8 and 10 and for grades 3 and 6 an instrument to be devised.

COSTS:

STRATEGY: 5.1.1. Curriculum Dev. Introduce and implement a curriculum by Sept. 1972. Textbooks, curriculum, materials

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #5 Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as a responsible citizen.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 5.1. By June 1975 80% of third, sixth, eighth, tenth and twelfth grade students will show a statistically significant increase in the understanding of our economic system as registered on the "Test for Economic Understanding" by the Joint Council for Economic Education for grades 8 and 10 and for grades 3 and 6 an instrument to be devised.	COSTS:
STRATEGY: 5.1.2. By June 1972 a testbook adoption made, a Center for Economic Education established, a consultant employed, and other staff time made available.	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Legislation for budget.		

ORIGINATOR:

PAGE ______

CONTINUING OBJECTIVE: #5. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of N.C. leaving the elem-sec schools will demonstrate the skills, knowledge, habits and attitudes necessary to function as a responsible citizen.	CONTRIBUTION:
SPECIFIC OBJECTIVE: 5.1. By June 1975 80% of third, sixth, eighth, tenth and twelfth grade students will show a statistically significant increase in the understanding of our economic system as registered on the "Test for Economic Understanding" by the Joint Council for Economic Education for grades 8 and 10 and for grades 3 and 6 an instrument to be devised.	COSTS:
STRATEGY: 5.1.3. By Sept. 1972 1,500 teachers will have completed an in-service program in Economic Education. Personnel to direct in-service education and materials for teachers.	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. By Sept. 1971 money will be appropriated for personnel and materials.		

ORIGINATOR:

PAGE ______

AMERICAN MANAGEMENT ASSOCIATION

March 3, 1971

PROGRAM SERVICES SECTION, STATE DEPARTMENT OF
EDUCATION, NORTH CAROLINA

Planning Format

Mission
Continuing Objective
Specific Objective
Statement of Strategy
Justification
Sub Strategies (if needed)
What we are going to do
How we are to do it
Who is to do it or involved
When it is to be done
Assignment - Who's monkey

EDUCATIONAL PLANNING PROCESS

FOR

CABARRUS COUNTY SCHOOL DISTRICT,
NORTH CAROLINA

PROPERTY OF

____

____

____

AMA American Management Association

Develop self-image as managers

Establish workable organization which will permit accountability.

Establish a decision-making process for managing change.

Develop habit of setting objective in terms of results rather than means.

Develop a plan for something.

2

CABARRUS COUNTY

Mission

The mission of Cabarrus County schools is to prepare the children of our community for continued education and/or useful employment consistent with their abilities and desires; continued self-development, and constructive participation in society.

3

AMERICAN MANAGEMENT ASSOCIATION

May 12, 1971

CABARRUS COUNTY SCHOOLS

Secondary Reading

Objectives

1. 90% of the 11th grade students having an I.Q of 90 or above will read at 11.8 level by 5/73.

2. 80% of the 11th grade students having an I.Q. of 89-70 will read at the 8.8 level by 5/73.

3. 70% of the 11th grade students having an I.Q. of 69 - 50 will read at the 5.8 level by 5/73.

4. All high school seniors must read on the 8.0 level to be eligible for graduation.

Strategies

1. Transmit reading objectives established at this time to all sec. teachers on the post school (teacher work day) by 6/71.

2. Each department will turn in a list of activities of what their department can do to reach the objectives by 6/4/71.

3. In-service reading program will be made available for academic and vocational teachers.

    a. Vocational or occupational

        1. Require parallel reading
        2. Vocabulary development or word attack skills
        3. At least part of examinations will be subjective

    b. All teachers except language arts

        1. Reading skills through parallel reading
        2. Word attack skills and vocabualry development
        3. Emphasize in written assignments

            a. Sentence structure
            b. Paragraph structure
            c. Spelling

    c. Language arts teachers

        1. A minimum of 50% of the time should be spent on reading
        2. Administer and score reading test under the supervision of the counselors.
        3. According to the ability of the students, special emphasis will be placed on development of reading skills.
        4. In May of the year, the principal guidance counselors and language arts teacher will evaluate the test scores.

4. Test (reading) will be administered to 9,10, and 11th grade students in the fall of 1971 - thereafter on an annual basis.

5. Principal of each school will be responsible for coordination of the reading program.

Strategies	Cost	Possible Source of Fund	Responsibility
1. Transmit reading Objs to faculty	None	None	Principal
2. List of activities from each Dept.	None	None	Teacher Dept. Head Principal
3. In-service reading program	$500 or book consultant at no charge	Local State Dept book consultants	Assoc. Supt.
4. Testing Program	$1000	local	Assoc. Supt.
5. Coordination of reading program	None	None	Principals

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AMERICAN MANAGEMENT ASSOCIATION

May 10, 1971

CABARRUS COUNTY SCHOOLS

SUPERINTENDENT, POSITION DESCRIPTION

Purpose

To fulfill the mission of the Cabarrus County School District, which is:

> The mission of Cabarrus County schools is to prepare the children of our community for continued education and/or useful employment consistent with their abilities and desires; continued self-development, and constructive participation in society.

Responsibilities

1. To develop an approved long-range and annual plan
2. To implement the annual plan
3. To report results in objective form

Authority

All legal authority not specifically withheld by the Board

Duties

1. To be performed by the Superintendent:
    - a. Develop an approved long-range and annual plan
    - b. To see that each immediate subordinate has a plan (approved by the Supt.) for the subordinate's area of responsibility which provides for a coordinated instructional and extra-curricular program in both the elementary and secondary schools
    - c. To create an organizational climate which will maximize each individual's contribution to the organizational objectives and his own individual development

d. To see that each assistant superintendent develops community understanding of and support for that portion of the educational program for which he is responsible.

e. To handle complaints concerning district-wide issues which cannot be handled effectively by any of the assistant superintendents

f. To keep the Board informed of current progress in relation to the district plan

g. To initiate recommendations to the Board regarding the employment of assistant superintendents and to pass on to the Board the recommendations of the assistant superintendents for the employment of all other personnel

h. To develop and present a budget to the County Commissioners for the 3 school systems in Cabarrus County.

i. To get a maximum amount of federal and state financial support consistent with objectives of the district.

j. To prepare the agenda for all Board meetings.

k. To coordinate and review the implementation of the plans of the assistant superintendents.

l. To recommend policies to the Board in all areas requiring a district-wide policy.

m. To see that administrative regulations and procedures necessary for the effective operation of the district do exist and are consistent with Board policies.

n. To ensure that the activities conducted by and within the district are consistent with the law.

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May 11, 1971

CABARRUS COUNTY SCHOOLS

Job Description

ASSISTANT SUPERINTENDENT, AUXILIARY SERVICES

Purpose

To provide food, maintenance and transportation services to the Assistant Elementary, Associate Superintendent Secondary, and the Principals.

Responsibilities

1. To develop an approved long-range and annual plan.
2. To implement the annual plan.
3. To report results in objective form.

Authority

To manage all resources in Auxiliary Services in compliance with State and Federal regulations.

Duties

1. To see that each immediate subordinate has a plan (approved by Assistant Supt.) for the subordinate's area of responsibility which is coordinated with the instructional and extracurricular program in both the elementary and secondary schools
2. To keep the Supt. informed of current progress in relation to Auxiliary Services plan.
3. To handle complaints concerning Auxiliary Services which cannot be handled effectively by any subordinates.
4. To develop a budget for Auxiliary Services for Cabarrus County Schools.
5. To coordinate and review the implementation of the plans of the Auxiliary Services Directors.
6. To supply equipment and supplies that cannot be purchased by subordinates.
7. To recruit and train janitors.
8. To recommend district-wide policies in area of Auxiliary Services.

Duties, Continued

9. To develop operational procedures necessary for the effective operation of Auxiliary Services.

10. To ensure that the activities conducted by Auxiliary Services are consistent with the law.

11. To provide adequate Auxiliary Services at lowest possible cost.

/

May 11, 1971

CABARRUS COUNTY SCHOOLS

Job Description

Associate Supt. -- Sec. Educ.

Purpose -- To fulfill the mission of the Cabarrus County School District which is:

The mission of the Cabarrus County Schools is to prepare the children of our community for continued education and/or useful employment consistent with their abilities and desires; cont. self development, and constructive participation in society.

Responsibilities:

1. To develop an approved long range plan.
2. To implement the annual plan
3. To report results in objective form

Authority:

All legal authority not specifically withheld by the Board of Education and the Supt.

- To approve curriculum changes in the secondary schools
- To review the selection of staff members in the secondary schools
- To approve the secondary principal's annual plan
- To approve and review instructional methods
- To approve extra-curricular activities
- Coordination of necessary aux-services for the secondary schools
- Selection of immediate subordinates

Duties:

To be performed by the associate supt.

a. Develop an approved long-range and annual plan
b. To see that each subordinate has a plan (approved by the Assoc. Supt.) for the subordinate's area of responsibility which provides for a coordinated instructional and extra-curricular program in the secondary schools.
c. To create an organizational climate which will maximize each individual's contribution to the organizational objectives and his own individual development.
d. To develop community understanding of and support for that portion of the educ. program for which he is responsible.
e. To handle complaints concerning secondary schools that cannot be handled effectively by any of the principals
f. Implement fiscal accounting and control for activities for which I am responsible

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May 11, 1971

CABARRUS COUNTY SCHOOLS

Job Description (Con't.) -- Associate Supt. -- Sec. Educ.

g. To hold periodic individual and group conferences to review progress in relation to objectives with immediate subordinates.
h. To keep subordinates informed relative to their work assignments.
i. To improve secondary school personnel performance through in-service training.
j. To keep the Supt. informed regarding the secondary educ. plan.
k. Recommend district policies in the area of secondary education.
l. To insure that the activities of the secondary education program are consistent with the law.
m. To select immediate subordinates.

AMERICAN MANAGEMENT ASSOCIATION

May 11, 1971

CABARRUS COUNTY SCHOOLS

Job Description

ASSISTANT SUPERINTENDENT, ELEMENTARY EDUCATION

Purpose

The mission of the elementary schools is to prepare the children for secondary education; continued self-development; and constructive part in school and society.

Responsibilities

1. To develop an approved long-range and annual plan.
2. To implement the annual plan.
3. To report results in objective form.

Authority

All legal authority not withheld by the Board of Education and the Supt. in the following areas:

1. Approval of curriculum changes
2. Review selection of staff members
3. Approval of principal's plan
4. Approval and review of instructional program
5. Approval of extra-curricular activities
6. Coordination of necessary auxiliary services
7. Selection of immediate subordinates

Duties

To be performed by the Assistant Supt. for elementary education.

1. Develop an approved long-range and annual plan.
2. To see that each immediate subordinate has a plan approved by the Assistant Supt. for subordinate's area of responsibility.

Duties, Continued

3. To create an organizational climate which will maximize each individual's contribution to the organization's objectives and his own individual development.

4. To develop community understanding of and support for that portion of the educational project for which I am responsible.

5. To handle complaints concurring elementary school issues that cannot be handled effectively by immediate subordinates.

6. Implement fiscal accounting and control over activities for which I am responsible.

7. To hold periodic individual and group conferences to review progress in relation to objectives with immediate subordinates.

8. To keep subordinates informed relative to their work assignments.

9. To improve elementary school personnel performance through in-service training.

10. To keep Supt. informed regarding the elementary educational plan.

11. Recommend district policies in the area of elem. ed.

12. To insure that the activities of the elem. ed. program are consistent with the law.

13. To select immediate subordinates.

AMERICAN MANAGEMENT ASSOCIATION

May 11, 1971

CABARRUS COUNTY SCHOOLS

Job Description

DIRECTOR OF OCCUPATIONAL EDUCATION

Purpose

To provide programs and resources to the Associate Supt. and principals to meet their needs in the area of Occupational Education.

Responsibilities

1. To develop an approved annual and a long-range plan.
2. To implement the annual plan.
3. To report results in objective form.

Authority

All legal authority not specifically withheld by the Board of Education, Supt, and Assoc. Supt.

1. To requisition or purchase instruction equipment and materials within limit of the budget.
2. To develop operational procedures (Ex. term of employment).
3. To manage all resources in Occ. Ed. in compliance with state plan and local plan.

Duties

1. To be performed by Director:
   a. To develop, in compliance with the state plan, an approved annual and a five-year plan.
   b. To prepare budgets covering all elements of Occ. Ed. that will provide for achieving approved plans and attaining objectives.
   c. To collect, compile, prepare and submit to designated individuals all specified reports and records covering Occ. Ed. programs.
   d. To assist in evaluation of teacher competence in agreed upon standards of performance and report findings and recommendations to designated authorities.
   e. To supply all instructional equipment and materials needed to support plans of Occ. Ed. programs to the limits of the approved budget.

DIRECTOR OF OCCUAPTIONAL EDUCATION

Page 2

Duties, Continued

f. To interpret state plan, state Board actions and school system procedures to school personnel in order to maintain conformance in the areas of responsibility to Occ. Ed. To recommend changes in policies and procedures as needed.

g. To assist other administrative personnel in the effective performance of their duties.

h. To assist each teacher of Occ. Ed. responsible for a subject area (s) prepare a plan.

i. To maintain a record of the organization showing teacher needs for in-service education and informing them of courses available and needed.

j. To handle complaints concerning Occ. Ed. of a district-wide issue.

k. To secure a maximum amount of federal and state financial support consistent with objectives of Occ. Ed.

l. To keep associate superintendent informed on progress of Occ. Ed. within the current annual plan.

m. To hold periodic meetings with different personnel of the district for planning, evaluation and informing.

n. To create a climate which will maximize internal support, outside support and teacher development for all Occ. Ed.

o. To assist associate superintendent and principal in evaluation of prospective employees in Occ. Ed.

AMERICAN MANAGEMENT ASSOCIATION

May 11, 1971

CABARRUS COUNTY SCHOOLS

Job Description

SECONDARY SCHOOL PRINCIPAL

Purposes

Prepare the students of the secondary schools for continued education and for useful employment consistent with their abilities and desires; continued self-development and constructive participation in society.

Responsibility

1. Director and supervisor of the instructional program.
2. To implement the Cabarrus County Board of Education plan.
3. Develop annual plan for secondary school.

Authority

All legal authority delegated by the associate supt. in conformity to public school law. To manage all resources of the school in compliance with local policies.

Duties

To be performed by the principal:

a. Selection of personnel

b. Supervise instruction

c. Complete necessary reports

d. Organize instructional staff

e. Supervision of clerical staff

    1) Bookkeeping
    2) Purchase of instructional supplies

f. Prepare bulletins necessary for the success of the school

    1) Faculty handbook
    2) Student handbook

Duties, Continued

g. Improve the welfare of teachers

h. Control of student behavior

i. Parent and student conferences

j. Conduct and supervise staff meetings

k. Make reports to the associate supt. as required

l. Employ and supervise custodial staff

m. Recommend policies to the associate supt.

n. Approve application for free lunches

o. Approval of hiring of the Cafeteria Manager

AMERICAN MANAGEMENT ASSOCIATION

Cabarrus County

May 11, 1971

Position Description

Principal Elementary School

Purpose

To prepare the children of _________ school for the next higher step in the educational process consistent with the mission of the Cabarrus County Schools.

Responsibilities

1. To develop an approved long-range and annual plan
2. To implement the annual plan
3. To report results in objective form

Authority

All legal authority delegated by the Assistant Supt. in conformity to public school law.

To manage all resources of the school in compliance with local policies.

Duties

1. Planning Duties
    - A. To develop specific educational objectives and long-range goals for the school.
    - B. To measure progress in relation to objectives
    - C. To develop a plan for improving instruction, provide in-service training, encourage professional growth, promote teacher moral, and improve public relations at the school level.
    - D. Plan school improvement projects for the year with community lay groups.
    - E. Determine the number of class sections needed in each grade level and assign teachers to class sections and location.
    - F. Assign students to class sections.
    - G. Develop orientation program for new teachers.
    - H. Recommend the type of organizational structure to be used in the instructional program.

Principal Elementary School

Duties, Continued

I. Develop a handbook of information, policies, and regulations for teachers and pupils.

J. Requisition materials and supplies for the year.

K. Determine the kind and amount of supplementary instructional aids needed and purchase same.

L. Plan and preside over regular and special faculty meetings.

M. Coordinate all services and personnel dealing with federal programs.

II Supervisory Duties

1. Employ custodial personnel and supervise their work.
2. Interview prospective teachers and select personnel.
3. Supervise program of instruction through observation of classrooms and conferences with teachers.
4. Food services
   a. Approve selection of Cafeteria Manager
   b. Develop lunchroom policies and schedule
   c. Evaluate food service
   d. Approve applications for free lunches
5. Supervise pupil transportation
   a. Make bus routes and stops
   b. Assign pupils to bus
   c. Develop regulations for bus supervision and discipline
6. Supervise extra-curricular activities
7. Supervise federal programs within the school
8. Handle complaints that cannot be resolved at a lower level of authority

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Principal Elementary School

III. Reporting Duties

1. Assimilate information and complete principal's preliminary report to State Dept. of Public Instruction.
2. Keep record of state text books and make required reports.
3. Assimilate information and complete required accounting reports.
4. Collect information and complete all end of year reports.
5. Collect data and make all required reports for federal programs.
6. Make progress reports to elem. Supt. as required.

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Job Description

ASSISTANT PRINCIPAL - SECONDARY SCHOOL

Purpose

To manage transportation, supervise attendance and manage custodial staff.

Responsibilities

1. To utilize transportation personnel and equipment to provide adequate and timely transportation services for all students.
2. To utilize custodial personnel and equipment to provide adequate custodial service for this school.

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Position Description

ASSISTANT PRINCIPAL - Half-time, Bethel and Hartseld Schools

Purpose

To manage specified non-academic functions

Responsibilities

1. To develop an approved long-range plan and annual plan.
2. To implement the annual plan.
3. To report results in objective form.

Authority

All legal authority delegated by the Principal.

Duties

A. Custodial Services
    1. Supervise maids and janitors
    2. Requsition janitorial supplies
    3. Recommend maintanance services

B. Transportation Services
    1. Establish bus routes and assign pupils
    2. Supervise loading and unloading of buses
    3. Be responsible for bus reports
    4. Handle disciplinary problems connected with pupil transportation

C. Athletics
    1. Make up schedules
    2. Recommend equipment needs
    3. Arrange for supervision of athletic events

AMERICAN MANAGEMENT ASSOCIATION

Cabarrus County

May 14, 1971

Position Description - Part Time

Principal of Royal Oaks and Allen Schools

Purpose - To assist the principal by managing the non-academic functions of the school.

Responsibilities

1. To develop an approved long-range and annual plan.
2. To implement the annual plan.
3. To report results in objective form.

Authority

All legal authority as delegated by the principal.

Duties

1. Supervision of maids and janitors.
2. Supervision of transportation of pupils.
3. Supervise pupil attendance and report truancy to attendance officer.
4. Issue state text books and make required reports.
5. Supervise extra-curricular activities.
6. Handle desciplinary problems that occur during pupil transportation.

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Position Description

ASSISTANT PRINCIPAL ELEMENTARY SCHOOL - Harrisburg-Winecoff-Odell-Mt. Pleasant

Purpose

To manage the non-instructional functions of the school.

Responsibilities

1. To develop an approved long-range and annual plan in his areas of responsibility.
2. To impliment the annual plan.
3. To report results in objective form.

Authority

All authority delegated to him by the Principal.

Duties

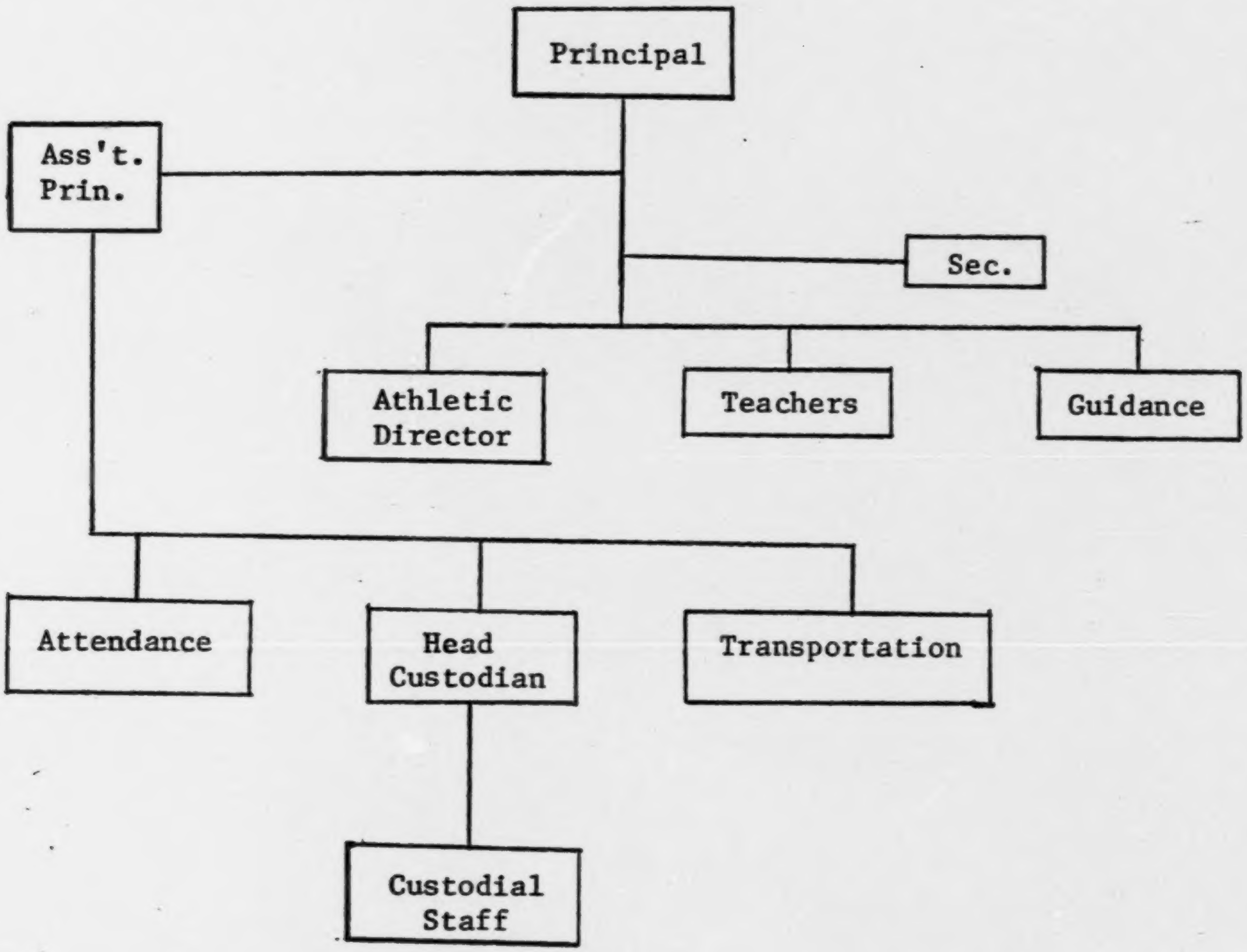
1. To supervise pupil attendance.
    a. Plan for handling absentees
    b. Plan for handling truency
    c. Collect data and supervise attendance reports.
2. To supervise pupil transportation
    a. Establish bus routes
    b. Assign students to busses
    c. Develop a plan for supervising loading and unloading of busses
    d. Handle disciplinary problems connected with pupil transportation
    e. Make required transportation reports
3. Custodial Services
    a. Supervise maids and janitors
    b. Requisition janitorial supplies and materials
    c. Refer maintenance needs and requests to Principal .
4. Supervise athletic program
    a. Make up schedules
    b. Recommend equipment needs to Principal
    c. Arrange for supervision of athletic events
5. Pupil discipline
    a. Handle pupil discipline problems according to system policy and state laws

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Mount Pleasant High School

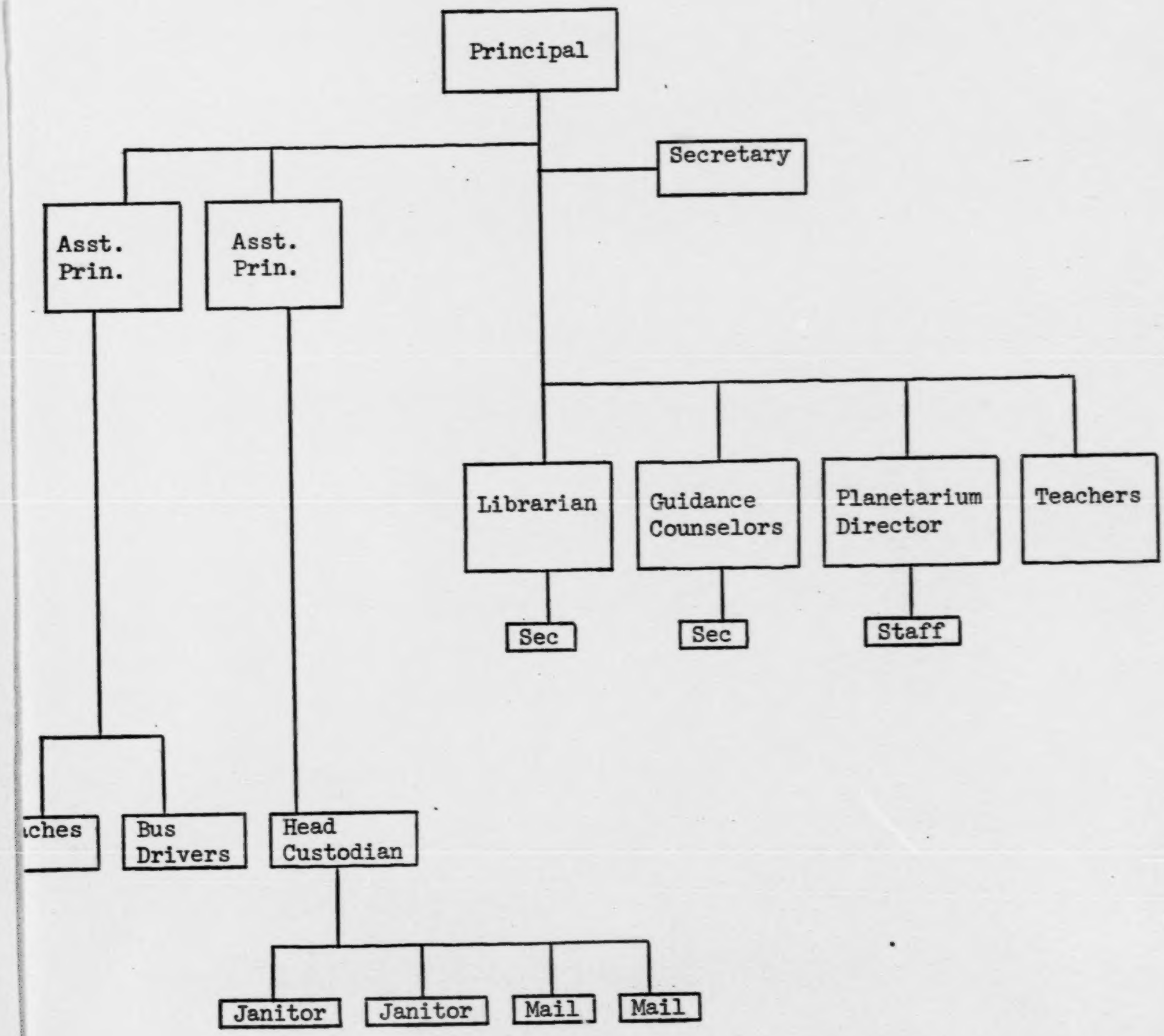

Principal
Ass't. Prin.
Sec.
Athletic Director
Teachers
Guidance
Attendance
Head Custodian
Transportation
Custodial Staff

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Central Cabarrus High School

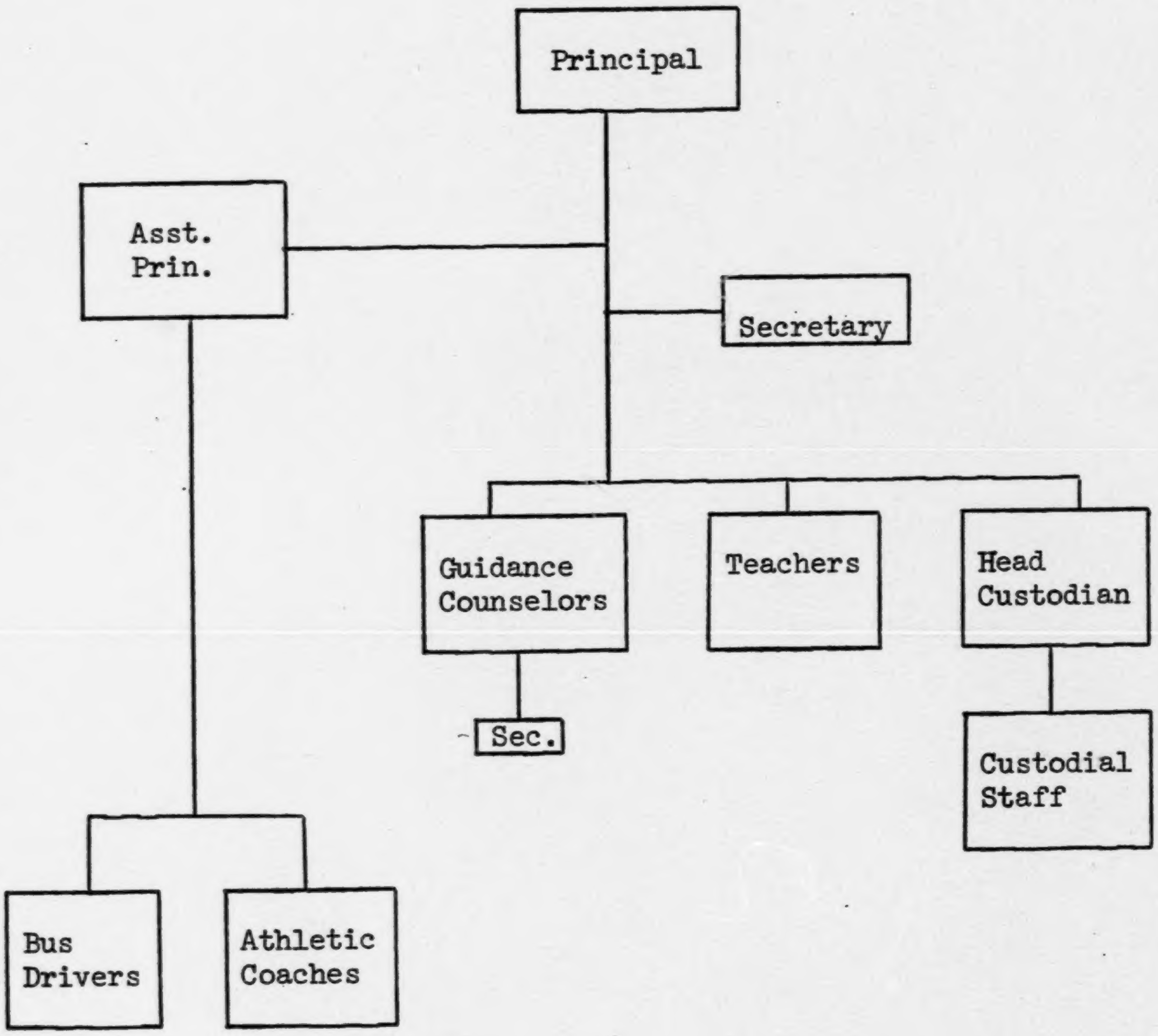

Principal
Secretary
Asst. Prin.
Asst. Prin.
Librarian
Guidance Counselors
Planetarium Director
Teachers
Sec
Sec
Staff
ches
Bus Drivers
Head Custodian
Janitor
Janitor
Mail
Mail

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Northwest Cabarrus High School


Principal
Asst. Prin.
Secretary
Guidance Counselors
Teachers
Head Custodian
Sec.
Custodial Staff
Bus Drivers
Athletic Coaches

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY March 23, 1971

Assumptions - 10 years

1. Textile Industry
   a) Modest increase in textile employment
   b) Skills required will increase
   c) Corporate attitudes will become more impersonal.
   d) Textile industry will become unionized.
2. Conservative Political Philosophy
   a) Political climate will remain essentially the same.
3. Local Tax Funds
   a) Local tax funds will increase about the same rate as inflation.
4. Urbanization
   a) More service-type jobs available
   b) School enrollment will increase more rapidly.
   c) There will be an increased percentage of upper-middle-class families.
   d) There will be a decrease in percentage of lower-class families.

AMERICAN MANAGEMENT ASSOCIATION

5. Race Relations
    a) Will continue to be a major problem.

    b) The race relations in the community will be reflected in the schools.

    c) Will slightly improve through positive programs.

6. Merger

    a) Cabarrus County - Concord, will probably not merge within 10 year period.

7. State Financial Assistance

    a) Can expect an increase of $150/child over 10 year period.

    b) Can expect slight decrease in percentage of the tax dollar.

8. State Regulations

    a) More local control in regard to use of state funding personnel and other resources.

    b) The school will become more accountable for results.

9. Job Entrance Requirements

    a) Will require a higher level of basic skills.

    b) Will require the school to develop new programs and re-evaluate their philosophy regarding technical training.

10. Population Mobility

    a) There will be a great increase in population mobility.

    b) There will be a decrease in community identity.

11. Availability of Private Colleges

    a) Percentage of graduates going on to college will remain approximately constant.

12. Enrollment in Private Schools

    a) No significant increase in enrollment of private schools.

13. Moral and Social Values

14. Student Attitudes and Behavior

    a) Moral and social values - Student attitudes and behavior will continue to change and will create problems for the schools.

15. Median Education Level of Adults

    a) Will increase moderately over the next 10 years.

16. News media involvement in Education.

    a) Will have a greater influence on public opinion.

17. Court Decisions

    a) Will tend to become more conservative

    b) Educators will become more knowledgeable of the law and its effect on our schools.

    c) Schools will be involved in more court cases in the next 10 years.

18. Cost of Higher Education

    a) Higher education will increase

19. Working Mothers

    a) Number expected to increase slightly.

    b) The high number of working mothers may adversely effect the school readiness and emotional stability of children.

20. Teacher Militancy

    a) Teachers will become more militant but still conservative.

    b) Teachers will insist on negotiations.

    c) Teachers will be involved more in decision making.

21. Parental Dissent

    a) Will increase

22. Growth of Com. Colleges and Tech. Institutions.
    - a) Competition for state and local tax dollar.
    - b) Opportunities for more students to continue education.
    - c) Upgrading programs for adults.

23. Early Childhood Training
    - a) Kindergartens will be added to state program.
        - 1) Trained personnel needed.
        - 2) More facilities will be needed.
        - 3) Auxiliary services will be needed.
    - b) Day Care Centers
        - 1) To be regulated by state.
        - 2) Improvement in pre-school preparation.

24. Federally Funded Programs
    - a) Nutritional, health services, and programs dealing with our environment will be increased.
    - b) General aid to education expected.
    - c) Occupational education will receive substantial increase.

25. Lack of Family Stability
    - a) Problems in mental health of the child will increase.
    - b) Both parents working will increase slightly.
    - c) Mental health of the child will continue to be affected (expanded mental health services will be needed).

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY March 22, 1971

Beliefs

1. That the curriculum at our schools should be tailored to the needs of our students.
2. That the development of moral and ethical standards is just as important as academic achievement.
3. That our primary function is to educate students to function successfully in society.
4. Our actions should reflect the attitudes of the community but we must provide leadership in development of moral and ethical behavior in students.
5. That school administrators should make educational decisions.
6. That school administration must have support of general public.
7. That we must find a way to get appropriate community involvement in educational decisions.
8. Educational needs of students should be determined by professional educators with inputs from students, parents, and the community.
9. That the administration should create an environment which permits and encourages innovation.
10. That orderly student behavior is essential to successful education.

Beliefs cont.

11. That the public should be kept informed concerning the programs and activities of the school system.

12. That students should be instructed in relation to their individual ability and current level of achievement.

13. That each student should be "evaluated" periodically for basic ability and achievement to facilitate maximum individual growth.

14. That there should be a uniform student evaluation system.

15. That there should be a uniform system for reporting pupil progress to parents.

16. That retentions at the primary level should be made only on the basis of immaturity.

17. Retention of students in grades 4 through 8 should be made only in unusual situations and retention should be limited to one retention.

18. That in grades 9 through 12 students should be given a passing grade if they are working up to their ability in the opinion of the teacher.

19. That heterogeneous grouping assignment of students should be used in homerooms in all grades.

20. That homework assignments should reflect the needs, interests, and ability of the individual student.

21. The primary role of the principal is to insure that students learn according to predetermined standards.

22. That the teacher is responsible to see that students perform to a predetermined standard which is consistent with their individual ability.

23. That the role of the chief school officer is to develop a plan for the district, secure the necessary resources, and see to the implementation of the plan.

24. That all students should be prepared for further education or gainful employment upon leaving the school system.

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AMERICAN MANAGEMENT ASSOCIATION

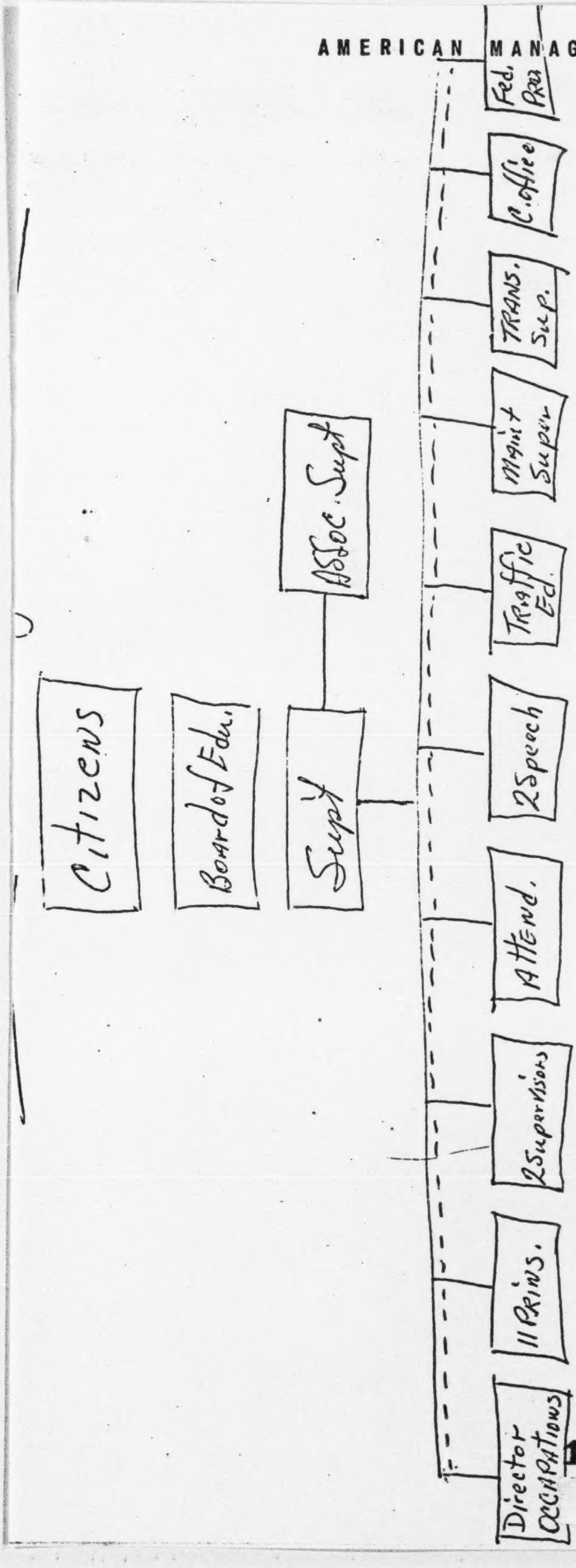
CABARRUS COUNTY March 23, 1971

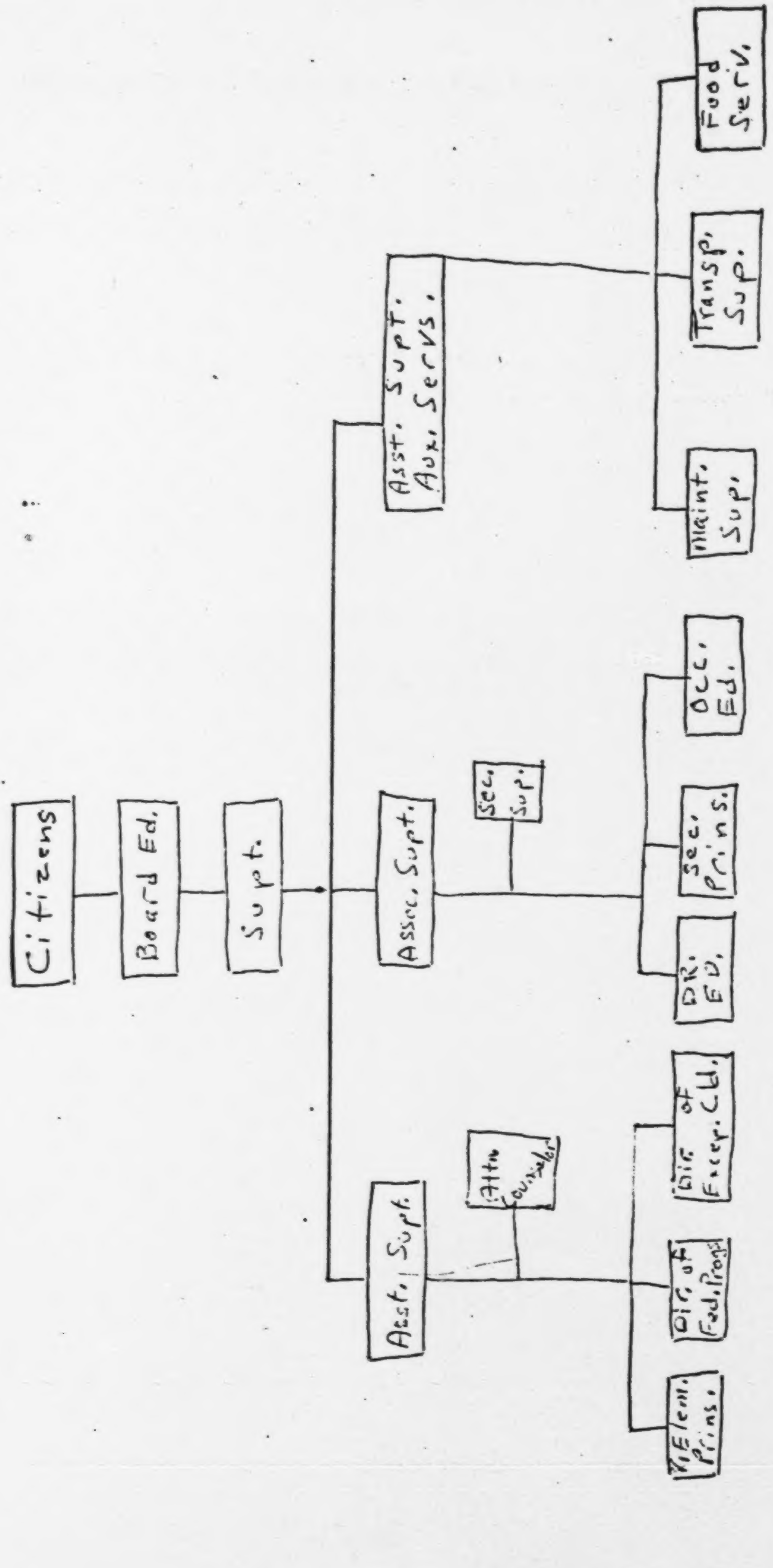
Underutilized Resources

1. Community professional personnel.
2. Volunteer para professional.
3. College and high school student help.
4. Shop facilities in elementary schools.

Financial Resources

1. 75% state aid.
2. 15% local support.
3. 10% Federal support.


Citizens
Board of Edu.
Supt
Assoc. Supt
Director Occupations
11 Prins.
2 Supervisors
Attend.
2 Speech
Traffic Ed.
Maint Super
TRANS. Sup.
C. office
Fed. Proj


Citizens
Board Ed.
Supt.
Assoc. Supt.
Asst. Supt. Aux. Servs.
Asst. Supt.
Sec. Sup.
Attn Counselor
Maint. Sup.
Transp. Sup.
Food Serv.
Occ. Ed.
Sec. Prins.
DR. ED.
Dir. of Excep. Chl.
Dir. of Fed. Progs
7 Elem. Prins.

AMERICAN MANAGEMENT ASSOCIATION

November 11, 1970 - a.m.

STATE OF MARYLAND, EXECUTIVE STAFF

Problems

1. Housing for SEA
2. Communications (internal and with LEA)
3. Preconceived notions of State and LEA board members
4. Traditional autonomy of divisions within SEA
5. Traditional attitude of SEA and LEA staff members
6. Lack of definition of role of SEA vis-a-vis LEA's
    a. Autonomy of LEA
    b. Lack of procedures for dealing with LEA's
7. Lack of clear definition of job responsibilities and roles.
8. Lack of SEA autonomy with respect to other State agencies (budget and personnel)
9. Inertia and "turnaround" time present when SEA is confronted with critical issues
10. Inadequate back-up personnel in SEA and LEA's
11. Inadequate staff development programs in SEA and LEA's
12. Lack of staff policy manual or orientation program
13. Lack of clear objectives and a plan for implementation of strategies to reach objectives.
14. Assignment of educational activities to other government agencies
15. Lack of SEA participation in shaping State policies affecting SEA
16. SEA's image in eyes of LEA

AMERICAN MANAGEMENT ASSOCIATION

November 11, 1970 - a.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Opportunities

1. Small number of districts to work with.
2. Sophisticated staff in some LEA's not being utilized by SEA.
3. Potential utilization of time of talented, willing citizens.
4. Heterogeneity of State: resources, geography, population.
5. Present low per-capita expenditure in relation to per-capita income.
6. Proximity to Federal Government policy makers.
7. Developing educational TV programs.
8. Higher education resources.
9. Involvement of people who are poor in the education of their children.
10. Systematized liason with General Assembly.
11. Top state executive officers are sympathetic to the problem and priorities in education.
12. Physical size of State facilitates meetings of citizen groups.

AMERICAN MANAGEMENT ASSOCIATION

May 12, 1971

CABARRUS COUNTY SCHOOLS

Maintenance Request Procedures

1. Requests recorded by Don's secretary.

2. Sonny Brown to be notified of emergency requests within 30 minutes or less.

3. Non-emergency requests to be given to Don for evaluation in terms of validity by Tues. of the week after receipt.

4. S. Brown to evaluate valid non-emergency requests in terms of cost and man hour requirements by Friday of the week received.

5. Within one month, requested work will be performed, or requestee will be informed of scheduled date of completion.

6. Requestee will be informed of requests which are judged to be invalid and told why within 2 weeks.

7. All requests for maintenance to be submitted in writing to Don's secretary except for emergency situations. Non-emergency requests submitted by phone will not be honored!

8. Requests for maintenance services will be honored only from principals, superintendents or directors.

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY March 23, 1971

Environmental Factors

1. Textile industry.
2. Conservative political philosophy.
3. Local tax funds.
4. Urbanization.
5. Race relations.
6. Merger of school units.
7. State financial assistance.
8. State regulation.
9. Job entrance requirements.
10. Population mobility.
11. Availability of private colleges.
12. Enrollment in private elem. - sec. schools.
13. Moral and social values.
14. Student attitudes and behavior.
15. Medial education level of adults.
16. News media involvement in education.
17. Court decisions.
18. Cost of higher education.
19. Number of working mothers.
20. Teacher militancy.
21. Parental dissent.

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Environmental Factors cont.

22. Growth of community colleges and technical institutes.

23. Early childhood training.

24. Federally funded programs.

25. Family stability.

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AMERICAN MANAGEMENT ASSOCIATION

Cabarrus County

May 12, 1971
p.m.

Specific Objectives

Elementary

1. Long Range

A. 80% of 8th grade students having an I.Q. of 90 or more will read at the 8-8 grade level by 5/1976.

B. 60% of 8th grade students having an I.Q. of 70-89 will read at the 4.8 grade level by 5/1976.

C. 50% of all 8th grade students and 15 year old students in Special Education will read at the 2-5 grade level by 5/1976.

II. Short Range

A. 55% of 8th grade students having an I.Q. of 90 or more will read at the 8-8 grade level by 5/1972.

B. 50% of 8th grade students having an I.Q. of 71-89 will read at the 4.8 grade level by 5/1972.

C. 50% of all 8th grade students and 15 year old students in Special Education will read at the 2-5 grade level by 5/1972.

	Strategies	Estimated Cost	Responsibility
1.	Administer reading readiness test in 1st grade within the first 10 days of each school year	$75	Principal
2.	Administer a reading test in grades 2 - 8 at the beginning and end of the school year 71-72 and at the end of each year thereafter.	$5,000	Principal
3.	Administer an I.Q. test for all 8th grade students at the beginning of 71-72 school year.	$200	Principal
4.	Re-evaluate present testing program by 6/71		Testing Committee
5.	Strengthen Title I reading program in grades 1-3.	No additional	Asst. Supt.

a. Additional Personnel
    1. Teacher aides
    2. Teachers
b. Selection of and effective use of materials

	Estimated Cost	Responsibility
6. Emphasize prevention of reading problems in grades 1 - 8.	No cost	Principal
a. Implement policy of no interruptions during reading classes b. Give reading top priority c. Each principal develop a school plan by 9/1/71.		
7. Provide in-service education in reading beginning in the 71-72 school year. Source of funds - State		Asst. Supt.
a. General training for all teachers in reading techniques.		Asst. Supt. to dev. a program by 7/1/71
b. Individualized training for teachers with needs in specific skills by 11/1/71.		Asst. Supt.
8. Establish a continuous screening program for physical and psychological problems which may affect reading achievement.		
a. Teacher screening of all students by 10/1/71		
b. Screening of all 3rd grade students for hearing problems by speech therapist by 12/1/71 c. Report on all referrals within 2 weeks.		
9. Develop system-wide commitment to improvement of reading.		
a. Central office personnel endorsement by 8/25/71 b. Principals will hold staff meetings on commitment to improvement of reading by 6/4/71. c. Teachers will be requested to make recommendations for reading improvement by 6/4/71. d. School Board meeting with planning team 6/8/71.		

10. Principal's plan for reading improvement

Guidelines:

a. Ability grouping

1. Within classroom
2. On grade level
3. Across grade levels

b. Material

  1. Use of supplementary materials
  2. Use of A-V equipment and materials

c. Student incentives

  1. Student of month, week, year
  2. Certificates or other tangible awards for improvement in reading
  3. Teacher praise and recognition

d. Teacher incentive

  1. Teacher of the year, etc.
  2. Certificates and other tangible awards
  3. Principal praise and recognition

e. Ensure successful reading experience for each student

  1. Select reading material for each student commensurate with his ability level.
  2. Reading assignments commensurate with ability.
  3. Positive teacher response to each student's performance.

f. Instructional techniques

  1. Grouping
  2. "Show and Tell"
  3. Interest centers
  4. Use of games
  5. Use of resource persons
  6. Creative writing
  7. Teaching for comprehension, word attack skills, vocabulary
  8. Use of newspaper
  9. Team teaching
  10. Role playing and drama

g. Use of Title I reading resources

  1. Resource teachers
  2. Teacher aides
  3. Materials and social aides
  4. Health and social services

h. Use of media, center and media specialists

  1. Book
  2. A-V equipment and materials
  3. Magazines
  4. Story time
  5. Insturction in library use and skills

i. Correlating all other subjects with reading and vice versa

j. Evaluation of the reading improvement plan

AMERICAN MANAGEMENT ASSOCIATION

May 12, 1971

CABARRUS COUNTY SCHOOLS

A Plan For Establishing a Testing Program

Testing Objectives

1. Measure student achievement, progress and ability on a uniform basis throughout the system.
2. Correlate progress and achievement within ability for each student.
3. Tests to be administered informally and properly at all levels.
4. Interpretation of test results and distribution of same to proper personnel.

Strategies

1. Tests to be selected by "committee" by 7/1/71.
2. Purchase test material and scoring services and distribute materials to principals by 9/1/71.
3. Establish a testing calendar by 9/1/71.
4. Train teachers and principals in test administration by 9/15/71. First grade to be complete by 9/3/71.
5. All fall testing to be completed by 9/25/71. First grade test to be completed by 9/10/71.
6. Fall tests to be collected, scored, results interpreted and reported to supts., principals, teachers, and counselors by Nov. 1.
7. Spring tests to be administered between May 1 and 15.
8. Spring test results to be reported by 7/11/72.
9. Beginning 9/72, all testing to be done in the spring except for reading readiness test which will be administered before the 10th day of school.

AMERICAN MANAGEMENT ASSOCIATION

May 14, 1971

CABARRUS COUNTY SCHOOLS

Auxiliary Services

Objectives - Transportation

1. By September, 1971, no bus will be late arriving or departing from school due to mechanical failure that has been reported within 2 hours of either.
2. By 1974, no more than 10% of children will leave home 1 hour before school opens or be delayed more than 1 hour after school closes.
3. By 1975, all children will be served by a dual transportation system.
4. By 1975, each child riding school bus will be seated.
5. By opening of school 1973, there will be no known mechanical or glass defects on buses that are put into operation.

Strategies

1. System of cost and accounting by July 1, 1971.
2. Systematic inspection of buses by August 15, 1971, and planned repair schedule within budget.
3. Route lay-outs, stops and number of students riding bus will be reviewed and evaluated by Director during first 30 days of school year 1971.
4. Uniform System of Reporting mechanical failure to be developed by August 15, 1971.
5. Systematic Preventive Maintenance Schedule be set by August 15, 1971.

May 14, 1971

CABARRUS COUNTY SCHOOLS

Auxiliary Services

Objectives - Maintenance

1. By the end of 1972-1973 school year, all valid requests for maintenance services attainable within budget will be completed by July 1, 1973 that are submitted before January 1, 1973.

2. By July 1, 1973, 50% of all valid requests within budget will be completed within 30 days.

3. All requests for maintenance service properly submitted will be approved or rejected and notification of action, approved or rejected, made to requestee within 2 weeks. When requests are rejected, requestee will be informed of reason.

4. These objectives will be accomplished with no increase in budget.

Strategies

1. System of cost accounting and inventory control to begin July 1, 1971.

2. System of Preventive Maintenance will begin July 1, 1971 -

    A. Schedule inspection of all machinery.

    B. Lub and filter change - all machinery.

    C. Record information on roof condition and plan repair schedule.

    D. Schedule inspection of all buidlings and grounds - By Assistant Auxiliary Supervisor.

AMERICAN MANAGEMENT ASSOCIATION

Page 1 CABARRUS COUNTY March 24, 1971

Continuing Objectives

1. Consistent with their abilities and desires, all students leaving our school system will either:
    - a) Be qualified to become employed in a job or
    - b) Be prepared to continue their education.
2. Consistent with their abilities and desires, all students leaving our school system will have acquired knowledge, skills, and attitudes in:
    - a) Language arts
    - b) Math
    - c) Science
    - d) Social studies
    - e) Health and physical education
    - f) Cultural arts
    - g) Occupational education
3. Consistent with their abilities and desires, all students leaving our school system will have acquired knowledge, skills, habits and attitudes necessary for constructive participation in society.
4. Consistent with their abilities and desires, all students leaving our school system will have acquired the knowledge, skills, habits, and attitudes necessary to develop satisfying interpersonal relationships.
5. All students will develop an appreciation for, and enjoyment of, a belief in learning.

AMERICAN MANAGEMENT ASSOCIATION

Page 1 CABARRUS COUNTY March 25, 1971

Continuing Objective

1. Consistent with their abilities and desires, all students leaving our school system will either:

   a) Be qualified to become employed in a job.

   b) Be prepared to continue their education.

Specific Objectives

1.1 80% of college preparatory students will make _____ or above on the SAT's in 1972.

1.2 All college preparatory students will take the PSAT's in the 10th grade by 1972.

1.3 Prepared for entry jobs, by 6/72 - 80% of the students that complete an occupational education course of study, will be competent in the field or related field for which they are trained as measured by standardized tests to be established for each occupational program.

1.4 _____% of students with I.Q. 50 - 70 will be qualified for employment upon leaving school.

AMERICAN MANAGEMENT ASSOCIATION

Page 1 CABARRUS COUNTY March 25, 1971

CONTINUING OBJECTIVE

2. Consistent with their abilities and desires all students leaving our school system will have acquired knowledge, skills, and attitudes in:

   a) Language arts

   b) Math

   c) Science

   d) Social studies

   e) Health and physical education

Specific Objectives

2.1 _____% 8th grade students having an I.Q. of 90 or more will read at the _____ grade level by 6/72.

2.2 _____% of 8th grade students having an I.Q. between 71 and 89 will read at least at the _____ level by _____.

2.3 _____% of all 15 year old students having an I.Q. between 60 and 70 read at least at the _____ grade level by _____.

2.4 Math - 25% of all eighth grade students scoring in the _____ percentile or above on _____ test by 5/72.

2.5 Math - 50% of all eighth grade students scoring in the _____ percentile or above on _____ test by 5/72.

2.6 Math - 75% of all eighth grade students scoring in the _____ percentile or above on _____ test by 5/72.

2.7 All eighth grade students having an I.Q. above 70 will score above the _____ percentile on _____ test by 5/72.

2.8 Competency in physical education - By May, 1972, 90% of the students, who are not physically handicapped, in the Cabarrus County schools will demonstrate competency in physical fitness as measured by a pre-determined test administered at the beginning and end of grade levels 3,6, and 9.

2.9 All students will show an enjoyment of physical education activities as measured by student questionnaire and teacher observation of the students' participation.

CABARRUS COUNTY

Continuing Objective

3. Consistent with their abilities and desires, all students leaving our school system will have acquired knowledge, skills, habits, and attitudes necessary for constructive participation in society.

CABARRUS COUNTY March 25, 1971

Continuing Objective

4. Develop positive self-image - Consistent with their abilities and desires, all students leaving our school system will have acquired the knowledge, skills, habits, and attitudes necessary to develop satisfactory interpersonal relationships.

Specific Objectives

4.1 To increase student participation in social studies classes by 20% by 6/72 in grades 7 through 12.

CABARRUS COUNTY

Continuing Objective

5. All students will develop an appreciation for an enjoyment of, and a belief in learning.

Specific Objective

5.1 By June, 1975 _____% of all students will demonstrate an acceptable level of enjoyment of learning as measured by:

a) Participation in non-required learning activities.

b) Locally developed student questionnaire.

c) Teacher observation

d) Success in learning

CABARRUS COUNTY March 25, 1971

#7 - Develop positive self-image

Special Objectives 7.1 - To increase student participation in social studies classes by 20% by 6/72 in grades 7 through 12.

1.1 80% of college preparatory students will make 800 or above on the SAT's in 1972

Brief Dis.	Cost	Possible Source of Funds	Date Comp.	Responsible
1.1.1 All college prep. students will take the PSAT's in grade 10.	$1.00 - Per Child	Student	Annually	Guidance Counselor
1.1.2 Evaluation of present and past three year performance of SAT scores & provide each teacher the results of these scores.	None	None	Annually	Guidance Counselor
1.1.3 Curriculum 1.1.3.1 Math - Provide one additional math teacher at each sec. school;	$21,000.00	Local budget	8/15/71	Assoc. Supt.
or provide Alg. I. in grade 8.	$1,500.00	Local budget	8/15/71	Assoc. Supt.
Provide additional math teaching aids. Math coordination (Part-time each sec. school)	$2,400.00	Local budget	8/15/71	Assoc. Supt.

Brief Dis.	Cost	Possible Source of Funds	Date Comp.	Responsible
Math: cont. In-service for math teachers.	$500.00	State In-Service & Local Budget.	9/15/71	Assoc. Supt.
1.1.3.2 - Social Studies - To improve teaching methods, provide in-service training for soc. studies teachers	$500.00	State In-Service & Local budget	9/15/71	Assoc. Supt.
1.1.3.3 - Foreign Lang. - To improve foreign language course offerings - 3 additional teachers needed - Soc. Studies Inct. materials	$21,000.00	Local budget	8/15/71	Assoc. Supt.
	$500.00	State In-Service & Local Budget	8/15/71	Assoc. Supt.
1.1.3.4 - Reading Improvement See Objective 2.2				
In-Service for sec. reading teachers	$500.00	State In-Service & Local Budget	8/15/71	Assoc. Supt.
Total Budget	$47,900.00			

CABARRUS COUNTY

March 26, 1971

1.3.1 Develop tests in all courses of study by 1972.

	Cost	Source	Date Compl.	Dir. of Ed. Occ.
A skill test in which all students will score 70% or better in trade areas. All students would qualify for a second year apprentice.	0	-	6/72	

1.3.2 Develop a Middle School Program by 1973.

	Cost	Source	Date Compl.	Dir. of Ed. Occ.
To give students hands - or related to subject topics in academic areas and guided exposure to career fields.	$240,000 10,000	State Local	8/73	

1.3.3 Re-evaluate our current offerings in relation to job opportunities and manpower needs.

	Cost	Source	Date Compl.	Dir. of Ed. Occ.
A survey of business and industry as to job placement of the graduates for the last five years	0	-	6/72	

	Cost	Source	Date Compl.	Dir. of Ed. Occ.
1.3.4 Expand our offerings in order to make our cur. offerings more realistic. We should offer programs in:	$140,000 60,000	State & Fed. Local	8/75	

1) Light truck driving

2) Sanitation program, water and sewer.

3) Textiles

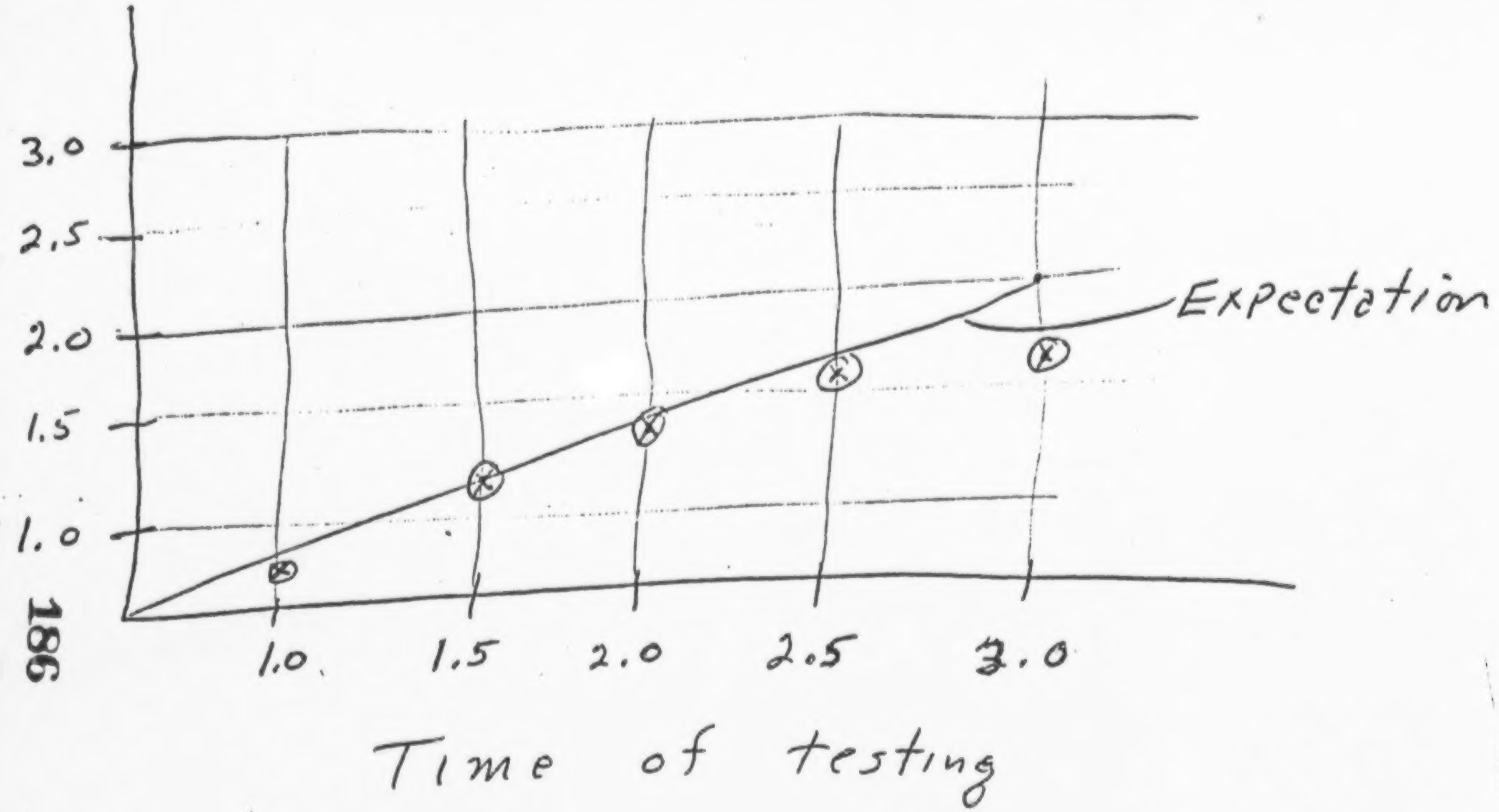
4) Data Processing

5) Drafting

6) Business & Office Ed.

		Cost	Poss. Sources of funds	Date Comp.	Resp.
2.1.1	Determine reading grade equiv.	0	-	Full, 1971	Tyson
2.1.2	Select reading test - Grade 8 & purchase	$500	Local	June, 1972	Tyson
2.1.3	Determine I.Q. Grouping	0	-	Fall, 1971	Tyson
2.1.4	Designate, train, & supplement one lead - teacher on the primary level at each elem. school.	$4,500	Local	Jan., 1972	Tyson
2.1.5	Remedial program - for grades 4 - 8		Federal		Div. of Fed. progs.
2.1.6	Additional para. - professionals - one per first grade teacher.	27 at $2,700 = $72,900	Local & poss. some federal	Fall, 1973	Tyson & Dir. of Fed. Progs.
2.1.7	In-service education 32 hr. course in reading techniques.	?	State	June, 1972	Tyson
2.1.8	Emphasis on preventive measures in primary grades.	No add. cost	-----	Aug., 1971	Tyson
2.1.9	Establish a continuous screening program for physical & psychological problems which may effect reading achievement.	0	-----	June, 1972	Tyson

Grade		70-80	81-90	91-100	101-110	>110
1	Expected Perf.					
	No. below					
	No. @ Norm					
	No. @ Above					
2	Expected Perf	1.5	2.0	2.4	2.5	2.7
	No. @ Norm	14	13	13	11	10
	No. Below	9	9	10	12	13
	No. Above	6	10	9	9	9
3						


3.0
2.5
2.0
1.5
1.0
Expectation
1.0
1.5
2.0
2.5
3.0
Time of testing

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY March 24, 1971

Specific Objective Topics

1. Minimum reading competency.
2. Minimum mathematics competency.
3. Competency in making career decisions by 8th grade.
4. Competency in physical education.
5. Competency in cultural arts.
6. Preparation for continued education.
7. Interpersonal relationships including moral and ethical behavior.
8. Prepared for entry jobs.
9. Demonstrate an enjoyment for learning.

Characteristics of Specific Objectives

1. Expressed in terms of student results.
2. Measurable.
3. Challenging - worthy of effort.
4. Attainable.
5. Time target.

Specific Objectives cont.

2.10 _____% of all 8th grade students will demonstrate competency in cultural arts by scoring _____% or higher on the N.C. minimum skills in the arts test by 6/72.

2.11 By 1975, 85% of students in grade 9 will have demonstrated competency in making career decisions by being enrolled in a course of study which is consistent with his interests and abilities as indicated by test results.

2.12 _____% of secondary students will demonstrate enjoyment of the cultural arts as measured by voluntary participation in cultural arts courses and extra curricular programs by 1975.

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY

March 24, 1971

Intersession Assignments

1. Collect student performance data:
    a) Ability scores
    b) Achievement scores
    c) Follow-up data
    d) Occupational aptitude tests (GATB)
    e) S.A.T. scores (4 years)
    f) National Assessment Scores (if available)

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY

March 26, 1971

Intersession Assignments

1. Collect reading performance data.

2. Explore title I funding.

3. Determine reasonable no. of teacher aids to be requested (project no. of first grade sections in 1971-72.

4. Determine feasibility of in-service for primary teachers. (Specify desired results from training).

5. Scope and sequence of present elementary reading program. All participants to become familiar with before returning.

6. Follow-up on occupational education students - 4 years.

    a) Job vs. program

    b) Success

7. Follow-up on college students

    a) College enrollment

    b) Success (?)

8. Middle School program

    a) Interest or need.

    b) Resources required

    c) Resources available

9. Job description for all positions represented in the team (in terms of responsibility for results.)

AMERICAN MANAGEMENT ASSOCIATION

CABARRUS COUNTY March 26, 1971

PRIORITIES

Elementary

Priority Reading Strategies

1. Establish data base of student performance and ability.
2. Lead teachers in elementary schools to improve reading.
3. Additional para professionals, one per first grade teachers to improve reading.
4. In-service reading.

CABARRUS COUNTY

PRIORITIES - SECONDARY

Specific Objectives - Prepare for continued education.

Priority Strategies

1. Personnel needs - (Subjective evaluation).
    a) Administrative
    b) Teacher
2. Preparation for entry jobs.

2.1.1 Competency in career decisions.

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AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)

Reading Improvement Objectives

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Administer reading readiness test in 1st grade within the first 10 days of each school year.	Principal	9/10/71
2. Administer a reading test in grades 2-8 at the beginning and end of the school year 71-72 and at the end of each year thereafter.	Principal	Fall testi 9/25/71 Spring testing bet. 5/1-1
3. Administer an I.Q. test for all 8th grade students at the beginning of 71-72 school year.	Principal	9/25/71
4. Re-evaluate present testing program by 6/71.	Testing Com.	6/71
5. Strengthen Title I reading program in grades 1-3.	Asst. Supt.	7/30
a. Additional personnel 1. Teacher aides 2. Teachers b. Selection of and effective		
6. Emphasize prevention of reading problems in grades 1-8.	Principal	
a. Implement policy of no interruptions during reading classes		9/1/71
b. Give reading top priority		9/1/71
c. Each principal develop a school plan by 9/1/71.		9/1/71

ORIGINATOR:

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Reading Improvement Objectives, Strategies, Continued

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
7. Provide in-service education in reading beginning in the 71-72 school year. Source of funds - State.		
a. General training for all teachers in reading techniques.	Asst. Supts.	7/1/71
b. Individualized training for teachers with needs in specific skills by 11/1/71		
8. Establish a continuous screening program for physical and psychological problems which may affect reading achievement.	Principal	10/1/71
9. Develop system-wide commitment to improvement of reading.		
a. Central office personnel endorsement by 8/25/71	Supt.	8/25/71
b. Principals will hold staff meetings on commitment to improvement of reading.	Principals	6/4/71
c. Teachers will be requested to make recommendations for reading improvement	Principal	6/4/71
d. School Board meeting with planning team	Supt.	6/8/71

ORIGINATOR:

PAGE

AMERICAN MANAGEMENT ASSOCIATION

May 13, 1971

CABARRUS COUNTY SCHOOLS

Ability Grouping

1. Secondary School
    1. Students to be grouped by ability and achievement when assigned to English classes.
    2. Students to be grouped by ability and achievement within the classroom.
    3. Students in general to be grouped by course selections.
2. Insure successful experiences in reading for students
    1. Grade according to ability
        a. Test scores
        b. Teacher opinion
        c. Class participation
    2. Quality teaching
        a. Understanding of pupil problems
        b. Accepting new methods and techniques of teaching reading.
        d. Know her students
3. High interest materials in reading
    a. Keystone reading program by 8/20/71 in each high school at a cost of $700 each
    b. SRA reading labs by 8/20/71 at a cost of $75 each
    c. EDL controlled reading program (cost of $300 each)
    d. Increase library funds from $1.50 per student to $3.00 per student by the 72-73 budget
    e. Increase library funds from $3.00 to $5.00 per student by 74-75 budget
4. Teacher or student incentive
    1. Merit pay (bonus) by 1975 (Principal to determine)
        a. Award teachers materially ($) for student achievement (relative to student ability)
        b. Merit pay in at least one school for 10% of the faculty or more by 72
    2. Award certificates to student (based on progress and ability)
    3. Award certificates to teachers (based on progress and ability)

Coordination of Secondary Reading Programs

a. Supply proper materials to teachers
b. Insure that reading mission is fully understood and objective
c. Supervise reading programs
d. Analyze and review test results
e. Purchase material

AMERICAN MANAGEMENT ASSOCIATION

Cabarrus County

May 14, 1971

Elementary School Organization Plan

School	Short Range 1971-72	Long Range 1972-73
Allen	1. Full time secretary by 9/1/71	1. Part-time Asst. Principal
Royal Oaks	2. Chairman grades 1-3 by 9/1/71	
	3. Chairman grades 4-6 by 9/1/71	
Mt. Pleasant Elementary	1. Part-time Asst. Prin. (less than half time) by 9/1/71	1. Full-time Asst. principal
	2. Chairman grades 1-3 by 9/1/71	
	3. Chairman grades 4-6 by 9/1/71	
	4. Chairman grades 7-8 by 9/1/71	
Hartsell Bethd.	1. Part-time Asst. Prin. (less than half time)	1. Half-time Asst. Principal
	2. Chairman grades 1-3 by 9/1/71	
	3. Chairman grades 4-6 by 9/1/71	
	4. Chairman grades 7-8 by 9/1/71	
Harrisbury	1. Half time Asst. Prin. by 9/1/71	1. Full time Asst. Principal
Winioff	2. Chairman grades 1-3 by 9/1/71	2. Additional part-time secretary
Odell	3. Chairman grades 4-6 by 9/1/71	
	4. Chairman grades 7-8 by 9/1/71	

END